

Table of Contents

Introduction	1
Acknowledgments	2
Integrated Units of Instructions	3
“Ad-ing” It All Up	3
It’s an “Ad-mazing” World	9
Basic Cultural Knowledge Unit	22
Culture Awareness in International Business	25
Foreign Exchange Rate Game	31
Global Business Topics/Trends Forum	38
Global Marketplace at Home	47
Protocol for Ports of Call	60
Resources and References	67

Introduction

Nebraska classrooms, like those of the rest of the nation, reflect an increasingly diverse student population. This richness of diversity opens challenges and opportunities unlike any that have taken place in education.

Meeting the needs of a heterogeneous group of students requires a rethinking of teaching and learning practices. The familiar paradigm of schedule and curriculum confined to content areas and bound by limited time periods does not address today's generation of learners.

A new era in business and international commerce demands an efficient and constantly changing curriculum. Nebraska educators recognize that significant improvement in education can be achieved by capitalizing on existing and new themes that cross curriculum areas and connect to the real world.

The writing of integrated business/foreign language units in the Nebraska World Language Business Institute is an important first step in the development of an authentic curriculum for students with a wide range of abilities and interests. Although these units signal a new direction in curriculum planning, they are in fact a first step; they are intended to complement and support locally designed professional development and to encourage future work on integrated curriculum design among all disciplines. These units reflect the combined efforts of business and foreign language teachers to implement National Standards in Business and in Foreign Language Education and the Nebraska Frameworks in both Business and Foreign Language Education.

Twenty Nebraska business education and foreign language teachers received stipends provided by a grant sponsored by the National Council of Chief State School Officers and the Stanley Foundation. The \$10,000 grant was awarded to the Curriculum and Instruction Team at the Nebraska Department of Education (NDE). The NDE Foreign Language and Business Education Departments partnered with Teachers College at UN-L to provide a two-week World Language Business Institute. Materials developed in the Institute will enable teachers to prepare students for employment in today's international market place.

Institute participants also learned more about Nebraska resources through a panel discussion and shadowing experiences in area companies. Teacher participants gathered a comprehensive profile of international communications and day-to-day business practices within the companies they visited. Teams of teachers used this information to develop curriculum based upon their shadowing experiences at Bison Recreational Products, Bodhi Imports, The Gallup Organization, ISCO, Inc., Lozier Corporation, Nebraska Boiler, Pure Water, Inc., Standard Meat Company, WanderGuard, Inc., International Nutrition, and National Bank of Commerce.

Teachers across the state will be able to access the newly developed curriculum via the Nebraska Department of Education web site at <http://nde4.nde.state.ne.us/BUSED/becurr.html>.

Thank you for exploring the materials developed during the Nebraska World Language Business Institute. We hope it serves as a valuable resource to you and your colleagues as you work to improve instruction in your school. We appreciate the important job you do in preparing students for employment and advancement in Nebraska's growing international economy.

Acknowledgments

Recognition and appreciation are extended to the teachers, administrators, UN-L staff, and the Nebraska Department of Education (NDE) who have provided valuable contributions to this new section of the *Nebraska K-12 Business Education Framework*.

Project Coordinators

Donna McAlister-Kizzier, UN-L
Darla Domke, Florida State University
Mel Nielsen, Foreign Language, NDE

Beverly Newton, Business Education, NDE
Bonnie Sibert, Business Education, NDE

Support Staff

Sharon Eberspacher, Foreign Language, NDE
Cindy Olson, Business Education, NDE

Joe LeDuc, Technology Center, NDE
Sandy Peters, Communications and
Information Services, NDE

Writing Team Members

Patricia Branson, Bellevue East, Foreign Language
Janelle Stansberry, Cedar Bluffs, Business Education
Kurk Shrader, Elmwood-Murdock, Business Education
Barbara Terwilliger, Grant, Business Education
Maria Chrisman, Grant, Foreign Language
Donita Potter, Gretna, Business Education
Jerome Martin, Lincoln East, Business Education
Beth Trauernicht, Lincoln Southeast, Business Education
Marcella Sanchez-Nelson, Lincoln Southeast, Foreign Language
Bill Lind, Millard South, Marketing Education
Susan Marlatt, Millard South, Marketing Education
Lori Sclaro, Millard West, Business Education
Barry Branson, Omaha Bryan, Business Education
Glenda Bahr, Omaha Burke, Foreign Language
Ann Crawford, St. Peters/Seton, Metro Community College, Foreign Language
Mary Schropfer, Tecumseh, Business Education
Dennis Krejci, Tri County, Business Education
Duveen Penner, Tri County, Foreign Language
Patricia McGill, Waverly, Foreign Language
Marlene Knobee, West Point Central Catholic, Foreign Language
Sherry Marks, Wilber-Clatonia, Business Education
Janet Burger, Wilber-Clatonia, Foreign Language

Integrated Units of Instruction

“Ad-ing” It All Up!

BE Performance Standard: Marketing—Students will develop an understanding and appreciation of the marketing concept and its application in the business world. They will demonstrate competency by applying marketing knowledge to a variety of business situations.

FL Goal/Standard: Connect with Other Disciplines and Acquire Information—Students reinforce and further knowledge of other disciplines through foreign languages. Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

BE Instructional Content: Promotional Strategies—discuss the role and importance of advertising, publicity, sales promotion, and personal selling in a business environment.

FL Standard/Progress Indicator: Analyze the information gathered through foreign language resources for use in other disciplines. Analyze and apply information from sources intended for native speakers of the language.

Intended Student Level: Secondary Level, Developing

Outcomes: The student will be exposed to and explore advertising of companies with a multicultural presence.

The students will compare and contrast advertisements in several different languages.

Connecting Curricular Areas: Business, Marketing, and Foreign Language

Procedures:

Activity 1—Welcome to the Wonderful World of Advertising

Students will explore companies that advertise their product in more than one country and in more than one language.

- A. What does it take to launch an effective advertising campaign in a different country?
 - Awareness of language and culture.
- B. Display poster of logos of companies involved in ad goofs.
 - What do all of these companies have in common?
 - They’ve all stuck their collective foot in their mouths with major advertising goofs.
- C. Present “goofs”—via overheads or multimedia. (See examples, Perils of Global Trade.)

Language and culture are important factors to consider, but as we explore the world of advertising, you also need to be aware of the basic tenets of advertising.

Presentation of Student Project: You and your partner will write to a company that advertises its product(s) in a number of countries.

A. Give the students a list of companies and they will choose/claim a company.

Presentation/Review of Business Letter Format

A. Dual presentation by BE/FL on the parts and the spacing of a business letter.

B. Basic letter writing continues in the FL classroom. Students work together on producing a general letter/template.

Activity 2—Comparing and Contrasting International Magazine Advertisements

Students will be placed in groups of one business student and one German student.

A. Opening by FL:

- Display several ads taken from various American and German magazines.
- Point out use/level of language.
- Does the ad reflect the target culture?

B. Pair students: one business student with one German student.

- Give each pair a folder with several ads, both in English and German.
- Students look for basic advertising tenets in each ad.
- Students choose their favorite ad and make a short presentation to the class, identifying basic tenets and the reasons why this ad was selected.

Activity 3—Watching Television Commercials

The teacher will obtain commercials in German and English.

A. Students write a paragraph summarizing the advantages of print vs. video medium.

Activity 4—Web Site Exploration

Students will explore the internet for advertisements in both English and German.

Remind students that we've looked at print ads and television commercials; now we're ready to look at one of the newest mediums in advertising, web sites.

Students work in pairs at a computer with Internet access. Each pair receives a handout/guide for their internet exploration.

A. List of web sites to visit—all should be corporate or business sites. These should include English-language sites and FL sites.

B. Output—have a place for students to record where they have been, a place for students to rate the site, a place for students to record some phrases, slogans, and “computer-ese”—vocabulary that they found interesting.

Activity 5—Make Your Own Ad

Students work in pairs to produce an ad for a product of their choice.

- A. Present an overview of the project.
 - Group/paired work.
 - Product of their choice.
 - Medium of their choice—print/paper, video, multimedia.
- B. Discuss guidelines for the project/grading rubric.
 - Student advertisement is based on basic advertising tenets discussed in class.
 - Ad uses an effective/eye-catching layout.
 - Effective use of language/correctness.
- C. Students brainstorm in pairs.
 - Choose a product and a medium.
 - Begin sketching out what they want to do.

Activity 6—“Look what we got!”

This activity is scheduled after students receive the information from their letters of inquiry in Activity 1 and is intended as an informal discussion and comparison of materials received from various companies.

- A. Students meet in pairs, which represent the US/foreign sides of a company.
 - Look through materials, noting interesting differences and similarities in ads.
 - Pick out interesting facts from the materials such as volume of sales, percentage of sales, and any other products manufactured by the same company that surprised students.
- B. Show and tell—Students give a short presentation to the rest of the class.

Activity 7—In Summary

Information and materials from Activity 6 will be used in an exhibit intended for other students and/or patrons of the district. This display could be mounted on either a permanent, re-usable plywood board (hinged and painted) or on tri-fold cardboard presentation boards.

Graded Rubric (See example.)

Teacher Tips:

- This lesson can be used individually or as a unit.
- In Activity 5, you may want to refer to the Cultural Awareness in International Business lesson, page 25.
- You may want to check with your local library for back issues of foreign magazines.

Resources:

GLP International Magazines and Newspapers from Germany

PO Box 9868

Englewood, NJ 07631-1123

(800) 457-4443

URL: <http://glpnews.com>

info@glpnews.com

Carousel of German TV Commercials

TDV-1 (25 minutes, \$29)

Applause Learning Resources

85 Fernwood Lane

Roslyn, NY 11576-1431

(800) 253-5351 or (800) 277-5287

International Corporate Websites

URL: <http://www.levi.com>

URL: <http://www.microsoft.com>

URL: <http://www.cokecce.com>

“Ad-ing”It All Up! **Sample Grading Rubric**

Student-produced ad reflects knowledge of basic advertising guidelines discussed in class. (Criteria, depending on classroom discussion, may include such categories as presentation of logo, appropriate slogan, consideration of target audience, amount of text, information about the product, etc. Number of points assigned to each classification will be determined by the teacher.)

Clearly exceeds expectations	Meets expectations	Meets some, but not all expectations	Does not meet expectations
..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

EYE APPEAL/LAYOUT

- 20-18 pts ☐ Effective use of illustrations; choice and type appropriate for ad and ad slogan. Creative, artistic. Good use of color and layout. Information was easy to read.
- 17-16 pts ☐ Some illustrations; generally appropriate for context. Some color used (one or two colors in illustrations; color used primarily as background). Information was easy to read.
- 15-14 pts ☐ Very plain presentation in terms of any or all of the following categories: color, layout, printing and labeling, illustrations or choice of illustrations.

LETTERING/PRINTING (2 pts. for each of the following)

- ☐ Neat and legible
- ☐ Printed in block letters; no cursive
- ☐ All lettering done in ink or marker (no pencil)
- ☐ Large enough that it could be easily read from a distance

NEATNESS

- 10-9 pts ☐ Extremely neat in appearance; not crumpled, smudged, bent, torn, etc. No crossed-out words. Glued items lie completely flat with no “flying edges.”
- 8-7 pts ☐ General appearance is reasonably neat. Some erasure marks noticeable, crossed-out words, etc.
- 6-5 pts ☐ Did not meet expectations in regard to “neatness”

SPELLING & CAPITALIZATION

- ☐ 0-1 errors
- 2 pts ☐ 2-4 errors
- 5 pts ☐ more than 4 errors

COMPLETED PROJECT WAS

- ☐ Finished and handed in on time at class call
- 10 pts ☐ Turned in after class call, but before 4 p.m. on due date
- 15 pts ☐ Turned in one day late
- 25 pts ☐ Turned in two days late

ADDITIONAL COMMENTS: _____

PERILS OF GLOBAL TRADE . . .

Cracking an international market is a goal of most growing corporations. It shouldn't be that hard, yet even the big multi-nationals run into trouble because of language and cultural differences. For example . . .

- The name Coca-Cola in China was first rendered as Ke-kou-ke-la. Unfortunately, the Coke company did not discover until after thousands of signs had been printed that the phrase means “bite the wax tadpole” or “female horse stuffed with wax” depending on the dialect. Coke then researched 40,000 Chinese characters and found a close phonetic equivalent, “ko-kou-ko-le,” which can be loosely translated as “happiness in the mouth.”
- In Taiwan, the translation of the Pepsi slogan “Come alive with the Pepsi Generation” came out as “Pepsi will bring your ancestors back from the dead.”
- Also in Chinese, the Kentucky Fried Chicken slogan “finger-lickin’ good” came out as “eat your fingers off.”
- The American slogan for Salem cigarettes, “Salem - Feeling Free,” got translated in the Japanese market into “When smoking Salem, you feel so refreshed that your mind seems to be free and empty.”
- When General Motors introduced the Chevy Nova in South America, it was apparently unaware the “no va” means “it won’t go.” After the company figured out why it wasn’t selling any cars, it renamed the car in its Spanish markets to the Caribe.
- When Parker Pen marketed a ballpoint pen in Mexico, its ads were supposed to say, “It won’t leak in your pocket and embarrass you.” However, the company mistakenly thought the Spanish word “embarazar” meant embarrass. Instead the ads said that “It won’t leak in your pocket and make you pregnant.”
- An American t-shirt maker in Miami printed shirts for the Spanish market that promoted the Pope’s visit. Instead of the desired “I Saw the Pope” in Spanish, the shirts proclaimed “I Saw the Potato.”
- In Italy, a campaign for Schweppes Tonic Water translated the name into Schweppes Toilet Water.
- Scandinavian vacuum manufacturer Electrolux used the following in an American ad campaign: “Nothing sucks like an Electrolux.”
- When Braniff translated a slogan touting its upholstery, “Fly in Leather,” it came out in Spanish as “Fly Naked.”
- Coors put its slogan, “Turn it Loose,” into Spanish, where it was read as “Suffer from diarrhea.”
- When Gerber first started selling baby food in Africa, they used the same packaging as here in the USA—with the cute baby on the label. Later they found out that African companies routinely put pictures on the label of what is inside since most people cannot read.

Unit: It's an “Ad-mazing” World

BE Performance Standard: International Business—Students will understand international and domestic business concepts from a multicultural, global perspective. They will demonstrate competency by describing how trade practices and cultural awareness are combined to conduct business in a global society.

FL Goal/Standard: Cultures—Gain knowledge and understanding of other cultures. Students demonstrate an understanding of the relationship between the perspectives and products and/or contributions of the culture studied.

BE Instructional Content:

Customs and Beliefs—recognize social, religious, and political similarities and differences.

Protocol—demonstrate behavior inherent in conducting international business.

FL Standard/Progress Indicator: Identify and explain how the needs, behaviors, and beliefs of the culture are reflected in the products and contributions of the culture. Discuss and analyze external factors which affect products and contributions.

Intended Student Level: Secondary Level, Beginning and Developing

Outcomes: The students will be able to research a culture and prepare two multimedia presentations: one on the country and one on an advertising campaign for that country.

Connecting Curricular Areas: Primary focus—business, foreign language, art, and speech. Secondary focus—math, social sciences, and other curricular areas could be easily integrated.

Procedures:

- “Teaser”—Word Identification Matching Game: Identify 10 words used in advertisements. Write them on cards using 4 targeted languages, including English. Mix the cards together and have students find sets of words that mean the same. Each set will have 4 cards. Everyone should have a chance to participate so several games might need to be prepared, and the class could be divided into groups. (See example.)
- Develop groups consisting of a mixture of business and foreign language students (group size is at the discretion of the teacher, but smaller groups will allow increased participation). Each group selects a country to research from a list provided by the teacher. Research must include internet sources. Teacher provides a list of topics that must be addressed. (See example for topic list and note “Resources” for sources that will prove helpful.)
- Student groups start preparing multimedia presentation using guidelines established by teacher. (See example.)
- After students have worked 2 or 3 days, optional activities can be introduced.
Optional Activity: Bring in an art teacher as a guest speaker addressing graphic art appeal and guidelines.
Optional Activity: Bring in a speech teacher as a guest speaker addressing proper oral presentation techniques.
- Finish multimedia presentations and practice slide show coupled with oral presentation on country.

- Groups give presentations. Grade presentations using rubrics. (See rubric example.)
- Lead class in brainstorming session and group discussion to select an original product for an advertising campaign. The class needs to come to a consensus on one product. The campaign will be for the country they researched, and culture and customs will need to be considered in preparation. English may be used in the ad, but other cultural factors will be paramount.
- View video *KFC in Japan* to show advertising preparation. This video can be checked out from the Nebraska Council on Economic Education Department, 399 CBA, UN-L, (800) 328-2854.
- Discuss how advertisers use media to influence consumers. Review major persuasion techniques. Have students look up web sites that rely heavily on one or more of the techniques. (See “Resources” for web sites.)
- Student groups prepare a multimedia advertising campaign for the product selected for the target country they researched. Students should be aware of persuasion techniques, culture, and language in their preparation. Before students begin preparation, the teacher will provide a list of criteria that must be addressed. (See rubric example.)
- Student groups give presentations. Student evaluation using rubrics. Evaluation can be done by students on other groups’ projects. (See rubric example.)

Teacher Tips:

- Duplicate pages of information from books available so one group doesn’t monopolize an entire source.
- Assign roles within groups if you think assignments would aid participation.
- Experiment and be flexible with time frame but give students a starting and stopping point. Multimedia tends to become very time consuming without specific parameters.
- Product selection might be chosen from a list of industries narrowed by the teacher.
- Depending on level of foreign language ability of the students, the foreign language component might be more demanding.
- Vocabulary “Teaser”— Other languages might have several meanings for one English word (i.e., “hot”). If in the game you use three different meanings for hot (hot as in water, hot as in weather, hot as in fiery), you can later use these terms to introduce the differences in vocabulary and language when preparing for the ad campaigns. (See example.)

Resources:

Books:

Blunders in International Business, D. A. Ricks, 1993, Blackwell Publishers, 238 Main Street, Cambridge, MA 02142.

Business in a Global Economy, South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227-1490.

Culturgrams: The Nations Around Us, Brigham Young University, David M. Kennedy Ctr. for Intl. Studies, 280 HRCB, Provo, UT 84602, (800) 528-6279.

Do’s and Taboos Around the World, Roger E. Axtell, John Wiley Press, National Business Education Association, 1914 Association Drive, Reston, VA 22091.

Do’s and Taboos of International Trade—A Small Business Primer, Roger E. Axtell, John Wiley Press, National Business Education Association, 1914 Association Drive, Reston, VA 22091.

Gestures: The Dos and Taboos of Body Language, Roger E. Axtell, John Wiley Press, National Business Education Association, 1914 Association Drive, Reston, VA 22091.

Import/Export Procedures, South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227-1490.

Kiss, Bow, or Shake Hands: How To Do Business in Sixty Countries. Holbrook, MA: Bob Adams.

Marketing in a Global Economy, John Turner & Gina Bottoms Maio, South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227-1490.

Videos:

Conducting Business Around the World, South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227-1490.

Exchange Rates: What in the World is the Dollar Worth?, The Annenberg/CPB Project, 1213 Wilmette Avenue, Wilmette IL 60091, (800-LEARNER).

Internet Resources:

CIA World FACT Book

URL: <http://www.odci.gov/cia/publications/nsolo/factbook/global.htm>

Virtual Tourist

URL: <http://www.vtourist.com>

United Nations Home Page

URL: <http://www.un.org/>

City.Net

URL: <http://www.city.net/>

URL: <http://www.tue.nl/europe/>

Exchange Rate Information

URL: <http://www.xe.net/currency/>

URL: <http://www.olsen.ch/cgi-bin/exmenu>

URL: <http://cnnfn.com/markets/currencies.html>

Federal Express Home Page

URL: <http://www.fedex.com>

Hershey's

URL: <http://www.hersheys.com>

Pathfinder's Marketplace

URL: <http://pathfinder.com>

Nike

URL: <http://www.nike.com/>

Saturn

URL: <http://www.saturncars.com>

Marlboro Racing

URL: <http://www.monash.edu.au/students/mscc/mscc.html>

The Commercial Sites Index (Would be a good resource for students to find their own examples.)

URL: <http://www.directory.net>

Word Identification Matching Game

hot	chaud	calor	feurig
wonderful	merveilleux	maravilloso	wundervoll
new	nouveau	nuevo	neu
fast	jeûner	firme	fest
reliable	sérieux	seguro	zuverlässig
luxury	luxe	lujo	luxus
economical	économe	económico	sparsam
inexpensive	pas cher	barato	nicht teuer
amazing	stupéfiant	asombroso	erstaunlich
cool	frais	fresco	kühl

International Business Country Information Multimedia Presentation

Your presentation should address the following topics as they relate to conducting business transactions in a foreign country:

1. Religious Beliefs—For example, in India the “cow” is sacred and not eaten as food. Therefore, you would not want to take a prospective customer to a steak house.
2. Social Customs/Culture—For example, in Japan shoes must be taken off before entering a home.
3. Family Structure—In some cultures the entire family, including grandparents, live under one roof.
4. Political Structure—What is the government system (democracy, socialist, etc.)? Provide a brief explanation of the system and discuss how the form of government may influence business operations.
5. Currency—What is the basis for the monetary system and how does it compare with the US currency system?
6. Imports/Exports—What are the primary imports and exports and do they import/export items to/from Nebraska? If so, what are they?
7. Physical Geography—Include a map of the country and identify the time zone. How does the geography affect business transactions?
8. Communication—What is the spoken and written communication system of the target culture? Give some examples of phrases that would be especially helpful in conducting business.
9. Government Regulations and Laws—Include only those that would be specific to a person trying to conduct business in the country.
10. Workday/Hours/Holidays—Describe a typical workday in the target country and the specific working hours. Also include holidays that are celebrated and when those holidays occur.
11. Standard of Living—What living conditions would the average person in the target country expect? Does this living condition have an impact on conducting business?
12. Climate/Weather—Describe the climate and how it could influence business decisions.
13. Accepted Business Practices—Include as many of the following areas as possible: gift-giving, business card transfer, entertainment, proper way to use names, proper greetings, conversation rules, appointment punctuality, verbal and nonverbal communication, handshaking, and gestures and their meanings.

14. Educational System—Provide a brief explanation of the target country's educational system.
15. Flag/Colors—Provide a picture/drawing of the target country's flag and any colors that have special meaning to the people of the country.
16. Native Foods—What are some of the native foods you would expect to eat or serve people living in the target country?
17. Business Attire—What is considered appropriate attire when conducting business in the target country?
18. Other—Include any other information that would be helpful to a person who is interested in conducting business transactions with the target country.

**International Business Country Information
Technology Requirements
Multimedia Presentation**

1. Use a multimedia presentation software package (PowerPoint, HyperStudio, etc.).
2. Incorporate a minimum of 3 pictures from the quick take camera.
3. Incorporate a minimum of 3 pictures from internet resources.
4. Incorporate a minimum of 3 pictures from clip art sources.
5. Incorporate a minimum of 2 sound clips.
6. Incorporate a minimum of 5 text colors and fonts with various emphasis (bold, italic, underline, shadow).
7. Incorporate bullets.
8. Include transitions and/or timings that enhance the presentation.
9. Incorporate transitions.
10. Include note pages with handouts.

International Business Country Information—Rubric Assessment Tool

Topic Addressed	Excellent - 4	Acceptable - 2	Needs Improvement - 0	Notes
Religious Beliefs	Addressed in detail, shows impact on business	Addressed but does not make connection to business practices	Not addressed	
Social Customs	Addressed in detail showing effect on business	Addressed but does not make connection to business practices	Not addressed	
Family Structure	Addressed in detail including effect on business	Addressed but does not make connection to business practices	Not addressed	
Political Structure	Addressed in detail showing impact on business	Addressed but does not make connection to business practices	Not addressed	
Currency	Type of currency is stated and a comparison to U.S. dollars is given	Type of currency is stated but no comparison is given	Not addressed	
Imports/Exports	Addressed in detail and Nebraska imports/exports are discussed	Addressed but does not make specific reference to Nebraska imports/exports	Not addressed	
Physical Geography	Map and time zone are addressed as well as effect on business	Missing one or more of the following: map, time zone, impact on business	Not addressed	
Communication	Spoken and written communication is addressed as well as helpful phrases in the native language	Missing one or more of the following: spoken communication, written communication, helpful phrases	Not addressed	
Government Laws/Regulations	Addressed in relation to business	Addressed but does not show how it impacts business	Not addressed	
Workday/Hours Holidays	Addressed typical workdays including holidays, when they occur and their effect on business	Missing one or more of the following: workday, holidays, effect on business, and work hours	Not addressed	
Standard of Living	Addressed with the connection to business	Addressed but does not address connection to business	Not addressed	
Climate/Weather	Addressed with impact on business	Addressed but does not discuss impact on business	Not addressed	
Accepted Business Practices	6 of the 9 areas are addressed	4 of the 9 areas are addressed	3 or less of the 9 areas are addressed	
Education	Addressed	Addressed but not in detail	Not addressed	
Flag/Colors	Flag present and colors are discussed	Flag is missing or colors not discussed	Not addressed	
Native Foods	Addressed in detail (examples)	Discussed but not in detail	Not addressed	
Business Attire	Addressed in detail (examples)	Discussed but not in detail	Not addressed	

**International Business Country Information
Technology Requirements
Rubric Assessment Tool**

Criteria Assessed	Excellent - 4	Acceptable - 2	Needs Improvement - 0	Notes
Quick Take Pictures	Included 3 or more high quality quick take pictures	Included 1 or 2 high quality quick take pictures or quality of pictures was inferior	No quick take pictures included	
Internet Pictures	Included 3 or more high quality internet pictures	Included 1 or 2 internet pictures or quality of pictures was inferior	No internet pictures included	
Clip Art	Included 3 or more high quality clip art pictures	Included 1 or 2 clip art pictures or quality of pictures was inferior	No clip art pictures included	
Sound Clips	Included 2 or more sound clips appropriate for the presentation	Included 1 sound clip or sound was inappropriate for presentation or distracted from presentation	No sound clips included	
Text Color & Font	5 or more text colors and fonts were used to enhance presentation	Less than 5 colors and fonts were used	Colors or fonts were not used	
Bullets	Use of bullets was attractive, appropriate, and added to the presentation	Use of bullets but were inappropriate and distracting	No bullets were used	
Transitions/ Timings	Appropriate and enhanced presentation	Not appropriate or distracting	No transitions included	
Notes Page with Handouts	Notes pages were completed with appropriate notes in regard to each slide	Notes pages were not complete or did not correlate with relation to slides	No notes pages	

International Business Ad Campaign Information Multimedia Presentation

Your presentation should address the following criteria:

1. **Identifiable Persuasion Technique**—Choose one or more techniques from bandwagon, testimonial, transfer, repetition, and emotion.
2. **Social Customs/Culture**—The campaign should be sensitive to culture and customs unique to the target country.
3. **Slogan/Language Usage**—Develop a slogan appropriate to the target country's culture and language usage.
4. **Color/Artistic Design**—Colors and designs are appropriate to the target country's culture, customs, and beliefs.
5. **Target Audience/Ad Appeal**—Market segment is easily identifiable by ad campaign. Would this product and ad campaign appeal to patrons of this target country?

International Business Ad Campaign Technology Requirements Multimedia Presentation

1. Use a multimedia presentation software package (PowerPoint, HyperStudio, etc.).
2. Incorporate at least one item of original art work (paint program or hand drawn and scanned in).
3. Incorporate a minimum of 2 pictures from clip art sources.
4. Incorporate a minimum of 2 sound clips.
5. Use fonts (including size) and colors that are appropriate to the target country's culture, customs, and beliefs.
6. Use of appropriate timings, transitions, builds, or bullets to make the presentation flow.
7. **Proofreading**—Check for spelling, language usage (grammar) and punctuation errors.

**International Business Ad Campaign Information
Rubric Assessment Tool**

Criteria Assessed	Excellent - 4	Acceptable - 2	Needs Improvement - 0	Notes
Persuasion Technique	Persuasion techniques(s) are easily identifiable and used effectively	Persuasion technique is identifiable but not effective	Technique is not identifiable	
Social Customs/Culture	Ad campaign is sensitive and appropriate to the culture and customs of the country	Sensitivity to culture is identifiable, however, at least one cultural error is present	Makes no attempt to consider the culture and the customs of country	
Slogan/Language Usage	Incorporates an appropriate slogan that is sensitive to the country's culture and uses the native language in a correct manner	A slogan is used, however, it is not appropriate to the culture or the native language is used in an inappropriate manner	No slogan is detected	
Color/Artistic Design	Colors and ad campaign are appropriate to the country's culture, customs, and beliefs. The color and designs used are effective	Colors and artistic design are present, however, at least one cultural error is present	No use of color or artistic designs	
Target Audience Ad Appeal	Market segment is easily identifiable by ad campaign. The ad is appealing and would attract customers from the country	Target audience is not easily identified or ad would not appeal to patrons from the country	Ad would be offensive to people living in the country	

**International Business Ad Campaign
Technology Requirements
Rubric Assessment Tool**

Criteria Assessed	Excellent - 4	Acceptable - 2	Needs Improvement - 0	Notes
Original Art Work	At least one item of original art work is present and is integrated effectively	Art work is present, but underutilized	No art work present	
Clip Art	2 or more high quality clip art pictures are present and are used effectively in the ad campaign	Only 1 clip art picture was present or those used were of poor quality and ineffective in the ad campaign	No clip art present	
Sound Clips	2 or more sound clips are present, appropriate, and enhance the presentation	1 sound clip present and at least marginally appropriate for the presentation	No sound clips present	
Fonts/Colors	Colors, fonts, and font size are appropriate to the country's culture, customs, and beliefs. Fonts and colors are used in a manner to attract customers	Colors and fonts are present, however, at least one cultural error is detected or the use of these items was ineffective	No use of color or fonts	
Flow of Presentation	Presentation flowed through the use of appropriate timings, transitions, builds or bullets and was appealing. No distractions were identified	Presentation is choppy or distracting due to poor use of timings, transitions, builds, or bullets	Presentation has no continuity, jumps around, and would not appeal to people living in this country	
Proofreading	No errors in spelling, language usage (grammar), or punctuation were identified	1-2 total errors detected in spelling, language usage (grammar), or punctuation	3 or more total errors detected in presentation	

Unit: Basic Cultural Knowledge Game

BE Performance Standard: Environment—Describe the social, cultural, political, legal, and economic factors that shape and impact the international business environment.

FL Goal/Standard: Culture—Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

BE Instructional Content: Students will predict how the social and cultural environment of a given country might impact a company beginning to do business in that country.

FL Standard/Progress Indicator: Identify common words, phrases, and idioms that reflect the culture.

Intended Student Level: Secondary Level, Beginning

Outcomes: Students will recognize the importance of well known cultural icons, be able to use the terms intelligently, and react appropriately on the basis of that knowledge.

Connecting Curricular Areas: Art, Music, Geography, Literature, and History

Procedures:

- Time needed is fifteen minutes for two consecutive days. Materials needed are a chalkboard, class set of grid cards (see example), instructions, and prizes. Ask students to brainstorm as the teacher writes on a chalkboard the names of famous American art (artists), music (musicians), geographical points, writers or literature, and historical figures or events. Then ask students to brainstorm as the teacher writes on the chalkboard the names of famous foreigners or things in the same categories. Assign students one day to research the above-listed items for the following countries: Mexico, Germany, Russia, Japan, and France.
- On the second day, give each student a copy of the country grid sheet or divide the students into small or large teams of equal numbers. Students may consult their notes. As the teacher announces the items from the attached teacher script, students write the name under the corresponding country on the grid. If a team fills all the spaces in one column (or category), the student representative should raise his/her hand before the other teams and verify them orally with the teacher while others listen. If all are correct, the team is awarded a prize (possibly a coin from the country.) Then all students continue the game trying to fill the other columns first.
- When all columns and prizes have been awarded, review the terms with matched countries. Discuss with students the implications for developing a relationship with a business partner when in possession of this basic knowledge or without. What is the effect if one does not know something that someone else considers basic or fundamental? Can the effects be overcome?

Teacher Tips:

- The teacher could use only 25 terms provided to fill the blanks equally but it would be more challenging if major figures of other countries were added. This same grid can be used for categories like monetary units, political leaders, major raw products, major manufactured products, major companies, or brand names, etc. It may also be used with greetings, numbers, farewells, dates, and conversational idioms. The top of the grid could be changed to include different countries.

Teacher Script:

I will read several very well known names or items from the countries listed on the top of the grid you just received. Match the items with the country at the top of the grid. Write the words below the country until all five blanks are filled. If you are the first person to fill the blanks and raise your hand, you will have a chance to earn a prize by verifying the items orally while others listen. You may consult your notes and/or your partners.

(Key—answer in parentheses)

1. Montezuma (Mexico)
2. Napoleon (France)
3. Diego Rivera (Mexico)
4. Tokyo (Japan)
5. Bach (Germany)
6. Riviera (France)
7. Catherine the Great (Russia-from Germany)
8. Ballet Folkórico (Mexico)
9. Monet (France)
10. Black Forest (Germany)
11. Benito Juarez (Mexico)
12. origami (Japan)
13. A. Dürer (Germany)
14. St. Petersburg (Russia)
15. Shamsen (Japan)
16. Goethe (Germany)
17. Haiku (Japan)
18. Fabergé (Russia)
19. Otto von Bismarck (Germany)
20. Victor Hugo (France)
21. Tchaikovsky (Russia)
22. Debussy (France)
23. Octavio Paz (Mexico)
24. Hirohito (Japan)
25. Pushkin (Russia)

Country Grid Sheet

Mexico	Germany	Russia	Japan	France

Unit: Cultural Awareness in International Business

BE Performance Standard: International Business—Students will understand international and domestic business concepts from a multicultural, global perspective. They will demonstrate competency by describing how trade practices and cultural awareness are combined to conduct business in a global society.

FL Goal/Standard: Cultures—Gain knowledge and understanding of other cultures.

BE Instructional Content:

Protocol—demonstrate behavior consistent with conducting international business practice.

Customs and Beliefs—recognize social, religious, and political similarities and differences.

FL Standard/Progress Indicator: Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and apply this knowledge to interact effectively in cultural contexts.

Produce language and behaviors appropriate to the target culture.

Analyze some commonly held generalizations about the target culture.

Intended Student Level: Secondary Level, Developing

Outcomes: The student will be able to understand and demonstrate an awareness of cultural differences in business practices between the United States and Latin American countries.

Connecting Curricular Areas: Business, Foreign Language, English, and Social Studies

Procedures:

- Each teacher provides related cultural information on topics such as—Beliefs; Values (individualism versus collectivism, leadership, power, authority, technology, religion, time); Attitudes; Assumptions/Stereotypes; Subculture; Social Influences (family units, education, gender roles, family-work relationships, mobility, class system); Communication (body language, appearance, eye contact, touching, personal space, color, numbers, emblems, smells).
- Foreign language and business teachers meet to form groups of two to three students with at least one foreign language and one business student per group. The student groups will be assigned to a Latin American country.
- Icebreaker activity bringing foreign language and business students together. The students will work in their assigned groups and/or in pairs on a cultural awareness activity. They will then share one cultural characteristic of a partner with the class. This activity will heighten student awareness of cultures within the classes. (See Sample Activity 1—one copy per student.)
- Foreign language and business teachers meet to assign student groups to an interviewee. Each student group will interview a Spanish speaking person, preferably from the target country. The purpose of the interview is to allow the foreign language students to apply their Spanish speaking skills and draw the business students to a different cultural arena. Students will begin to gain an understanding of cultural differences and similarities. Students are responsible for setting up appointments. The interview should take place during the time frame of the unit. (See Sample Interview Sheet—one copy per student.)
- Teachers introduce brochure activity. The student groups will create a brochure that would prepare a United States business person for travel to the assigned country of study. This brochure will aid U.S. companies in conducting business abroad.

- Student groups will research the information needed to complete the assigned brochure.
- Student groups will design a computer-generated brochure based upon their research. The brochure will be two sided: one side containing information in English, the other side containing information in Spanish. Suggested brochure topics include: type of government, punctuality, negotiations, business entertaining, time, greetings, titles/forms of address, gestures, gifts, and dress.
- Role-Play Preparation. Foreign language and business teachers meet to assign student groups to model culturally appropriate behavior in a first-time business meeting using the business brochures to guide them. The students will be placed in a country other than the one they studied.
- Role-Play Activity. First-time business meeting modeling the culturally appropriate behavior obtained through the business brochure.
- Closure—Student groups share insights gained from activities such as: icebreaker, interview, research, brochure development, and role-play.
- Assessment Options:
Icebreaker—Students remained on-task, demonstrated willingness to share with one another and the group.
Interview—Completion of interview and interview sheet.
Brochure—Completion of a professional business brochure with sufficient depth to aid the business traveler.
Role-Play—Students successfully model culturally appropriate business behavior.

Teacher Tips:

- All activities can be done individually or integrated into one cultural awareness unit.
- Suggested time frame—three to ten days depending on activities selected.
- Teachers should develop a list of possible contacts willing to participate in the interview activity before beginning the unit.
- Follow-up with student groups to make sure interview appointments have been made.
- Make arrangements for use of a computer lab.
- Teachers can have students do peer assessment on the role play and brochure.

Resources:

Axtell, Roger E. 1993. *Do's and Taboos Around the World*, 3rd Ed. New York, NY: John Wiley & Sons, Inc.

Axtell, Roger E. 1991. *Gestures The Do's and Taboos of Body Language Around the World*. New York, NY: John Wiley & Sons, Inc.

Axtell, Roger E. 1990. *Do's and Taboos of Hosting International Visitors*. New York, NY: John Wiley & Sons, Inc.

Axtell, Roger E. 1991. *The Do's and Taboos of International Trade*. New York, NY: John Wiley & Sons, Inc.

Culturgrams: The Nations Around Us. 1991. Garrett Park, MD: Garrett Park Press.

Dlabay, L. R. & Scott, J. C. 1996. *Business in a Global Economy*. Cincinnati, OH: Southwestern Publishing, Inc.

Morrison, T., Conaway, W. A., & Borden, G. A. 1994. *Kiss, Bow, or Shake Hands: How To Do Business in Sixty Countries*. Holbrook, MA: Bob Adams.

Nolan, James. 1994. *Mexico Business: The Portable Encyclopedia for Doing Business with Mexico*. San Rafael, CA: World Trade Press.

Seelye, H. Ned & Seelye-James, Alan. 1996. *Culture Clash*. Lincolnwood, IL: NTC Business Books.

Internet Resources:

Argentina Business (Business and Cultural Information) (English)

URL: <http://www.invertir.com/>

Country/Subject Index (English and Spanish)

URL: <http://lanic.utexas.edu/las.html>

General Information for all Latin American Countries (English or Spanish)

URL: <http://www.cibercentro.com/>

General NAFTA Information (English and Spanish)

URL: <http://cenn.nafta.net/>

LATCO Tools of the Trade. Useful sites for International Trade with Latin America (English and some Spanish sites)

URL: <http://www.latco.org/tools.htm>

Latin American and Caribbean Newspapers and Magazines (Mostly Spanish)

URL: <http://www.iadb.org/links/la-news-link.htm>

World-wide City Information (English)

URL: <http://www.city.net>

Sample Activity One
Icebreaker

Name: _____

Cultural Background:

Are there special meals your family eats that relate to your cultural background?

Are there any family stories you can share that relate to your heritage?

Are there any special holidays/events that you celebrate?

Are there any other languages spoken in your home/family?

Do you have a friend from another culture?

Does your family have any ties to your country of origin?

Why are you interested in International Business and/or Foreign Language?

What is one thing you do regularly that is important to you?

Sample Interview Sheet

Student Name: _____

Interviewee Name: _____

Country of Origin: _____

Cultural Background:

Are there any other languages spoken in your country?

What do you like most/least about the United States?

What do you miss from your country?

Do you feel comfortable in the United States?

How long did it take you to feel comfortable in the United States?

Describe difficulties you have faced as a result of being from another country/culture.

Do you still practice some of the same customs that you practiced when you lived in _____?

Relate an experience where language was a barrier.

Have you tried to pass customs on to your children?

Is it important that your children be bilingual? Why or Why not?

What do you think Americans should learn about other cultures?

STUDENT SUMMARY:

How did you feel during the interview and why?

Describe one cultural similarity and one difference between you and the interviewee.

Foreign Language students—were your language skills adequate? Explain.

Business students—what language barriers did you face and how did that make you feel?

Other comments:

Unit: Foreign Exchange Rate Game, (English and Spanish)

BE Performance Standard: Economics—Students will understand basic economic principles in order to pursue their interests as consumers and producers in domestic and global economies. They will demonstrate competency by applying economic reasoning to individual, business, and government practices.

FL Goal/Standard: Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures. Students are able to extract information from sources intended for native speakers of the language.

BE Instructional Content: International Economics—discuss the concepts of comparative advantage, barriers to trade, exchange rates, and balance of payments affecting international growth and stability.

FL Standard/Progress Indicator: Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

Intended Student Level: Middle and Secondary Level, Beginning and Developing

Outcomes: Students will be able to identify the currency of three European countries and calculate the exchange of one country's currency to another country.

Connecting Curricular Areas: Business Education, Foreign Language, Geography, Social Studies, and Math

Procedures:

- Divide the class into groups of 3 or 4.
- Duplicate and hand out 1 passport per student.
- Duplicate countries; duplicate and separate export cards.
- Each group will need a set of the 3 countries as well as a set of the export cards.
- Each group will need one token per person. Students may choose a business name and write it on their flag token.
- Shuffle the numbered cards. Students will draw numbers to move squares through each country.
- Students are told that they are on a business trip to Europe and will visit the countries of England, France, and Spain. They will have opportunities to tour and visit each country's tourist attractions along the way.
- All students will start the game in England, followed by France, and finish in Spain.
- Each student will begin the game with \$1,000 (U.S. dollars), which they will convert as they arrive in England.
- Any amount that a student spends is recorded in their passport in the currency of the country in which they are located. Conversions will take place as the student enters the next country.
- Before leaving a country, all students must land on the last square of the country (no matter what number they draw) so that they can draw an export card.
- Export cards allow students the opportunity to make or lose money before entering the next country.
- Once the students have completed their travels through the 3 countries, a final conversion of currency back to U.S. dollars will determine the student with the most money and the winner.

Teacher Tips:

- Utilize this game as a culminating activity after discussing rates of exchange.
- Utilize the Internet, *Wall Street Journal*, or other resource to find the current rates of exchange for England, France, and Spain.
- Duplicate the handouts of the countries, passports, number cards, and export cards prior to class. (Hint: duplicate number and export cards in separate colors to keep transactions in each group organized.)
- Ideas for tokens include: gumdrops or chocolates with toothpicks and flags stuck inside, coins, lifesavers, or any hard candy.
- Utilize the Spanish version of this game as a way to integrate Spanish into business classes.
- Utilize this game format and have students research and create their own game using three other countries.

Resources:

Let's Go to Europe, St. Martin's Press

Wall Street Journal

Current Exchange Rates

URL: <http://www.dna.lth.se/cgi-bin/kurt/rates?USD+ALL>

Information on Spain

URL: <http://www.spaintour.com>

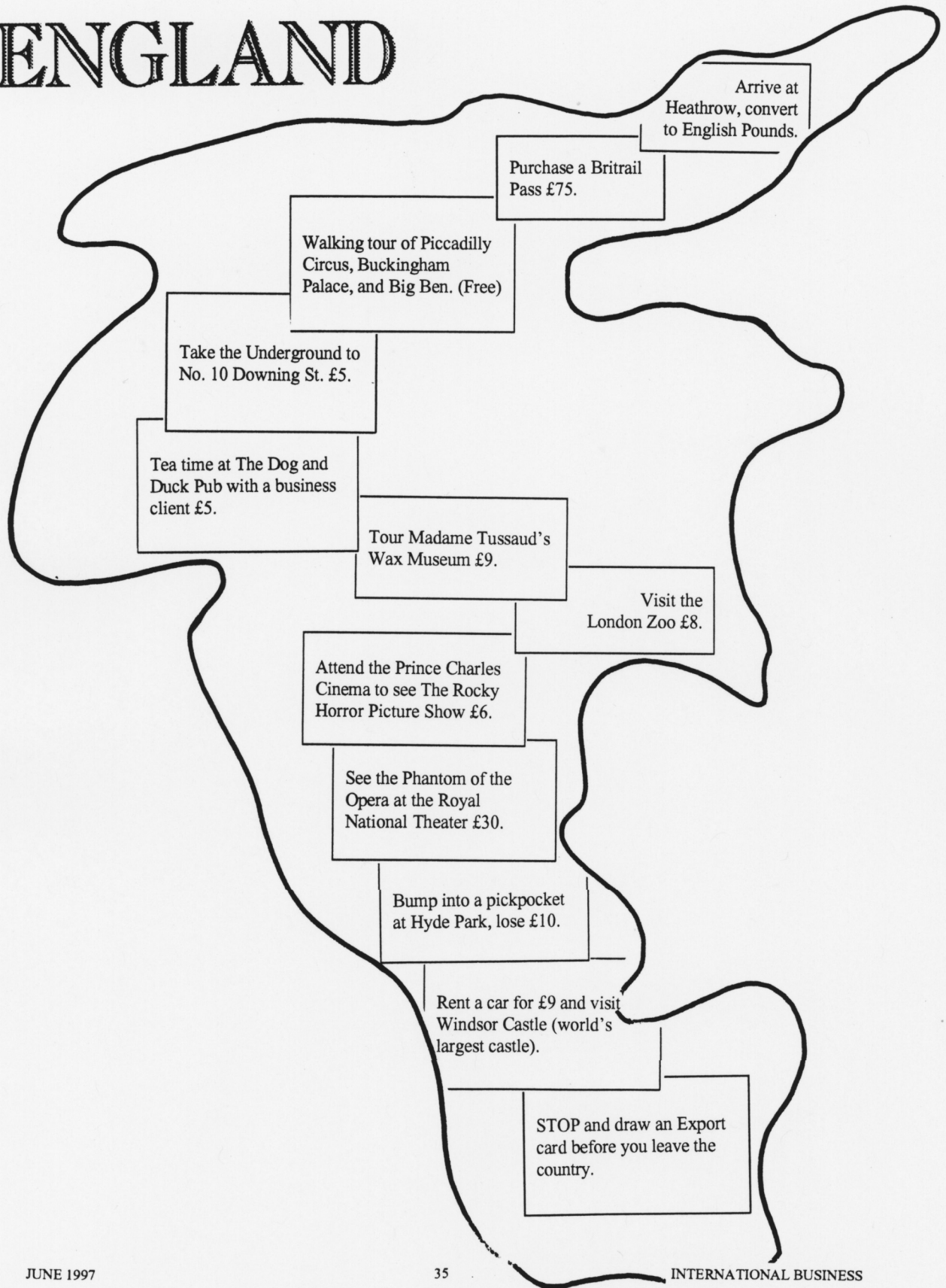


Name: _____

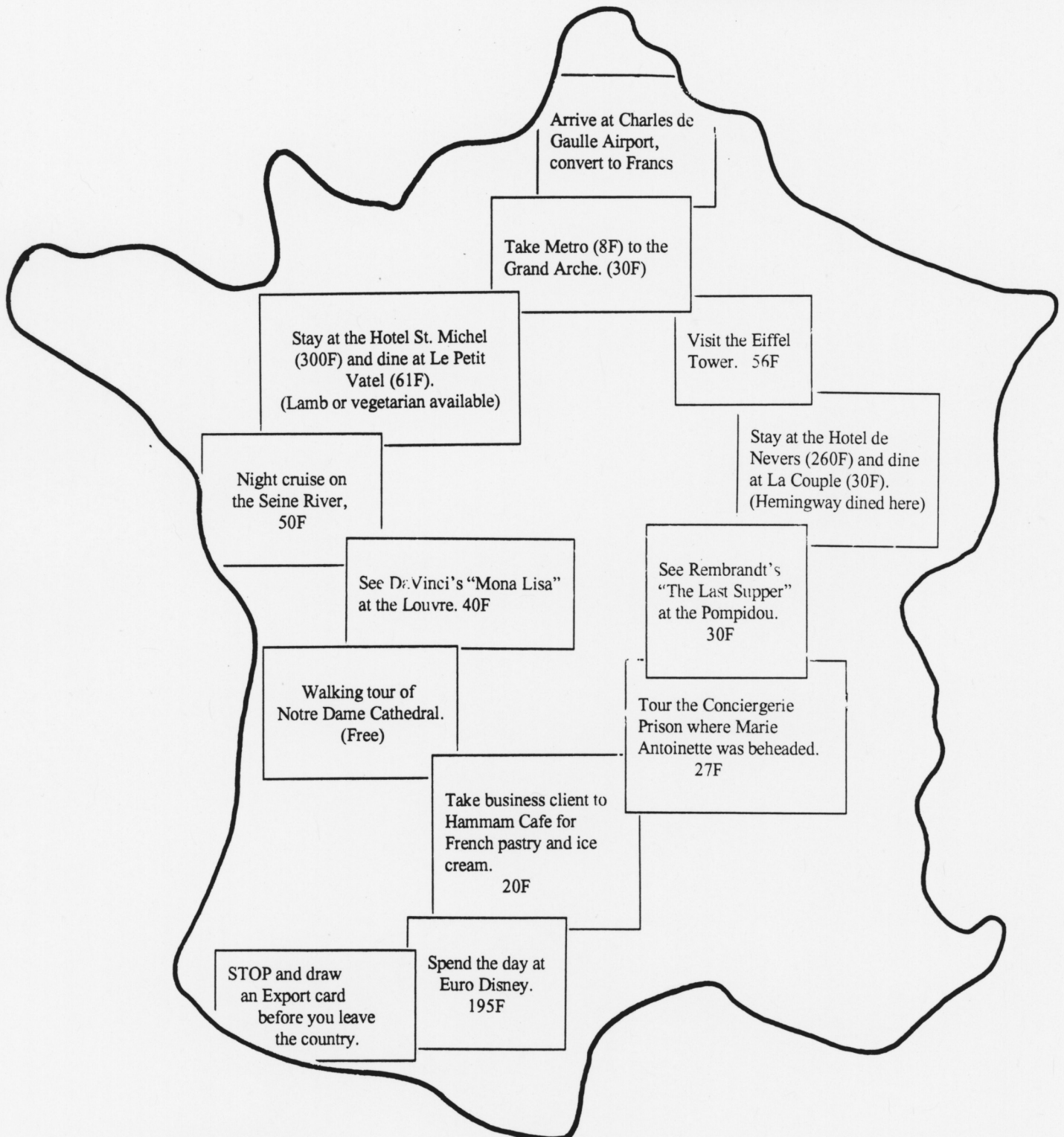
Type of Currency	Receipt	Payment	Balance
U. S. Dollars			1,000

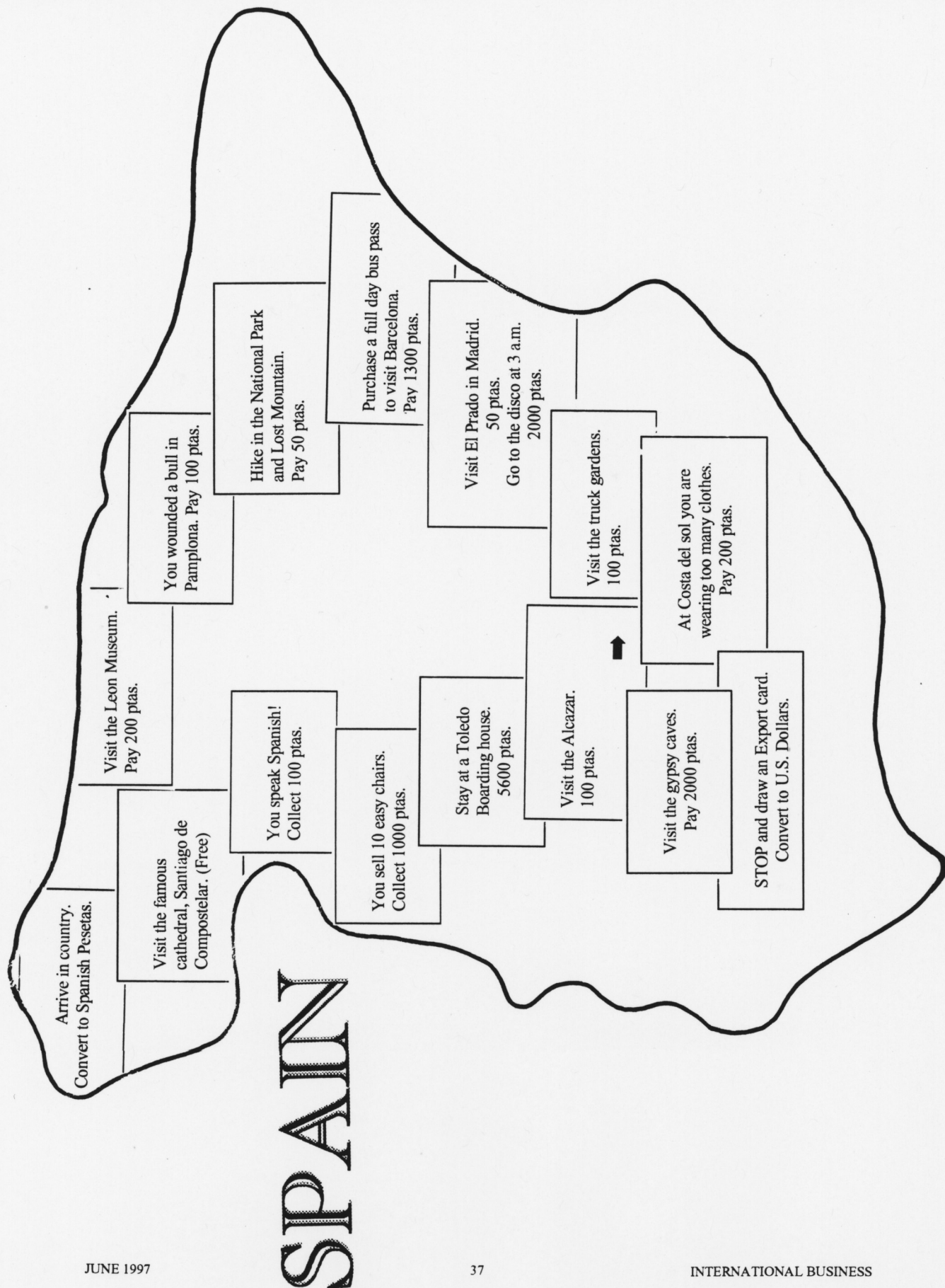
1	1	Business deal accepted, \$10,000. Record in passport and advance to next country.	Business deal accepted, \$8,000. Record in passport and advance to next country.
2	2	Lost your letter of credit, go back 5 spaces.	Business deal accepted, \$9,000. Record in passport and advance to next country.
3	3	Lost your passport. Go back to your port of entry into this country.	Delay in crossing border, pay \$100 tax and draw another Export card.
4	4	Business deal accepted, \$10,000. Record in passport and advance to next country.	Business deal accepted, \$8,000. Record in passport and advance to next country.
0	Back Space 1	Business deal accepted, \$9,000. Record in passport and advance to next country.	Shipping problems with freight forwarded, pay \$200 and lose this turn. Draw Export card next turn.
Interpreter hired to finalize deal. Deduct \$150 from \$7,000 deal and record in passport.	Lawyer needed to write contract. His fee is \$250. Deduct from \$6,500 and record in passport.	Wrong gate, lose a turn. Draw new Export card on your next turn.	No Contract! No Money! Sorry!

ENGLAND



FRANCE





Unit: Global Business Topics/Trends Forum

BE Performance Standard: Communications—Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

FL Goal/Standard: Connections—Students reinforce and further their knowledge of other disciplines through foreign languages. Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

BE Instructional Content:

International Communications—develop an awareness of the language and varying customs required for international communications.

Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology.

FL Standard/Progress Indicator:

Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.

Analyze the information gathered through foreign language resources for use in other disciplines.

Analyze and apply information from sources intended for native speakers of the language.

Use authentic sources to determine the perspectives of the target cultures.

Derive meaning from selected authentic material.

Research and synthesize information from a variety of sources.

Identify and explain how the needs, behaviors, and beliefs of the culture are reflected in the products/contributions of the culture.

Compare and contrast the similarities and differences between the target culture(s) and the students' own culture based on evidence from authentic sources.

Use resources in the community to research the target culture.

Intended Student Level: Secondary Level, Developing

Outcomes: The student will utilize technology, local international businesses, and resources from foreign countries to research a global business topic. The student will prepare and compose a presentation based on their research to orally present in a forum on global business topics and trends.

Connecting Curricular Areas: Business, Marketing, and Foreign Language

Procedures:

- Students will work in teams composed of at least one business/marketing student and one foreign language student.
- Teams will select a business/marketing topic relevant to a foreign country.
- Teams will research their topic via the Internet, contacting local international businesses, writing to domestic and foreign government agencies, writing to relevant universities, and using other resources provided by the teacher in the classroom or library.
- Teams will first write to the resources that will most likely be helpful; while waiting for responses, students will continue using resources readily available at school.
- Foreign language students will use their target language skills to interview or write for research information.
- Teams will analyze results of research.
- Teams will compose a presentation for a global business topics and trends forum.
- Teams will present their information at the global business topics and trends forum.
- Teams will be evaluated in both research and presentation phases through a rubric. (See example.)

Teacher Tips:

- Teachers will need to help brainstorm potential resources with students.
- Internet is the quickest and most efficient means of doing research. Students will have problems handling all the information available. Teachers will need to help students narrow their focus and keep the process moving.
- If students choose to write to specific agencies, using the school fax will help speed up responses.
- Students may be disappointed by a lack of response from contacts they have made, but this may be a positive market for students to further investigate. There may be business opportunities in the areas that have received no response.
- Students will usually want to explain a generality with a specific example. This is all right as long as students explain the steps they used to draw their conclusions.
- Teachers will need to provide a procedure and organization for the forum presentation.
- Teachers will need to organize the global business topics and trends forum for students. (See example of presentation outline and rubric.)

The Business Topics and Trends Forum can be expanded to include an application of the information gained in the project to a target language setting. It may be expanded by including the following:

FL Standards/Progress Indicators:

Students create a detailed oral description within a limited context

Students converse using language and behaviors appropriate to the setting

Students make suggestions and recommendations

Students interpret information from authentic material to an audience

Outcomes: The student will apply information gained from the research project to:

Create and present a target language advertisement/commercial; or

Perform a simulation of a business transaction conducted in the target language; or

Create a multifaceted television show in the target language.

Assessment of these activities will focus on:

Appropriate cultural behavior and language for the situation

Demonstration of understanding of information gained in previous research organization
Language usage (structures)

Resources:

World Language Business Institute

URL: <http://nde4.nde.state.ne.us/BUSED/becurr.html>

URL: <http://www.exportweb.com>

Central Banking Resource Center

URL: <http://adams.patriot.net/~bernkopf/>

City.Net: International Guide to Communities around the World

URL: <http://www.city.net/>

URL: http://www.state.gov/www/background_notes/mexico_0497_bgn.html

International Organizations Gopher

URL: http://gopher://gopher.nato.int/11/other_International

United States Customs Office

<http://www.customs.treas.gov/carecnt/index.htm>

NAFTA Information Desk; Revenue Canada Customs, Excise and Tax; 1st Floor; 555 MacKenzie Avenue; Ottawa, Ontario K1A 0L5; Tel: (613) 941-0965; Fax: (613) 941-8138; For inquiries and client assistance on Canadian Customs and NAFTA issues

The Director; Policy and Administration; Antidumping and Countervailing Division; Revenue Canada Customs, Excise and Tax; 191 Laurier Avenue, W.; Ottawa, Ontario K1A 0L5; Tel: (613) 954-7251; Fax: (613) 941-2612; For information on administrative procedures and investigations under Canada's antidumping and countervailing duty laws

The Secretary, Canadian International Trade Tribunal; 365 Laurier Avenue, W.; Ottawa, Ontario K1A 0L5; Tel: (613) 993-4601; Fax: (613) 998-4783; For information on the role of the Canadian International Trade Tribunal

The Secretary, Canadian Section; NAFTA Secretariat; 90 Sparks Street, Suite 705; Ottawa, Ontario K1P 5B4; Tel: (613) 992-9380; Fax: (613) 992-9392; For information on the binational panel review process

Info Export; External Affairs and International Trade Canada; 125 Sussex Drive; Ottawa, Ontario K1A 0G2; Tel: (613) 944-4000 (Ottawa Area), 1-800-267-8376; Fax: (613) 996-9709; For publications on NAFTA and information on export programs and services. Info Export is a counseling and reference centre for Canadian exporters and companies interested in world markets

Canada Communications Group; Publications; Ottawa, Ontario K1A 0S9 Tel: (819) 956-4802; Fax: (819) 994-1498

Manager of Origin Audits; 6th floor; Sir Richard Scott Building; 191 Laurier Avenue, W.; Ottawa, Ontario K1A 0L5; Tel: (613) 954-5641; Fax: (613) 954-4494; For information on regional value content or audits

Chief, Interdepartmental Programs; Commercial Operations; Revenue Canada, Customs, Excise and Tax; 5th Floor; 555 Mackenzie Avenue; Ottawa, Ontario K1A 0L5; Tel: (613) 954-7129; Fax: (613) 952-1698; For information on the Marking Program

NAFTA “FlashFAX” System; Automated Facsimile Delivery System; Tel: (202) 927-1692 or 927-1694. An automated system that transmits information on the NAFTA directly to any facsimile machine in the United States—available 24 hours a day

U.S. Department of Commerce; Office of Mexico; Flash Facts System; Automated Facsimile Delivery System; Tel: (202) 482-4464; An automated system, available 24 hours a day, that will transmit a wide range of information directly to your facsimile machine. Topics include: NAFTA’s expected impact on the U.S. economy; trade, economic, and marketing data; Mexican regulatory requirements; and Mexico’s investment climate

U.S. Department of Commerce; Office of Mexico, Room 3022; 14th Street and Constitution Avenue, N.W.; Washington D.C. 20230; Tel: (202) 482-4464; For information on exporting from the United States to Mexico

NAFTA Help Desk; U.S. Customs Service; 1301 Constitution Avenue, N.W., Room 1325; Washington D.C. 20229; Tel: (202) 927-0066; FAX: (202) 927-0097; For technical assistance on U.S. customs laws and the NAFTA, as they relate to goods imported into the United States—available Monday-Friday, 8:00 a.m. - 5:00 p.m. EST

U.S. Department of Commerce; Office of Canada, Room 3033; 14th Street and Constitution Avenue, N.W.; Washington D.C. 20230; Tel: (202) 482-3101; For information on exporting from the United States to Canada

U.S. Department of Agriculture; The Interamerica Group; South Building, Room 5506; 14th Street and Independence Avenue, SW; Washington D.C. 20250; Tel: (202) 720-1340; For information (except phytosanitary norms) on importing agricultural products into the United States under NAFTA

U.S. Department of Agriculture; Animal and Plant Health Inspection Service; Trade Support Group; South Building, Room 1128; 14th Street and Independence Avenue, SW; Washington D.C. 20250; Tel: (202) 720-7677; For information on phytosanitary norms affecting agricultural imports into the United States

Secretaría de Comercio y Fomento Industrial (SECOFI); Subsecretaría de Negociaciones Comerciales Internacionales; Calle Alfonso Reyes No. 30; Colonia Condesa; C.P. 06140 México, D.F.; For calls from outside Mexico: 52-5-211-3545, 52-5-211-3405, 52-5-211-0872, 52-5-211-3050, 52-5-211-3301, 52-5-211-0952; FAX 52-5-224-3000

SECOFI; Delegación Jalisco; Licenciado Héctor Rafael Pérez Partida; Avenida Mariano Otero 3431; Colonia Valle Verde; Guadalajara, Jalisco; Tel: 6-21-06-94, 6-21-16-42, 6-21-11-15; FAX 6-21-13-60, 6-21-05-34

SECOFI; Delegación Nuevo León; Licenciado Carlos Alberto García Triana; Edificio Cintermex, Local 88; Avenida Fundidora y Adolfo P.; Monterrey, N.L.; TEL: 6-96-480, 6-96-481, 6-96-482; FAX 6-96-487. For information on exporting from Mexico to the United States; exporters may also contact other regional offices

Secretaría de Hacienda y Crédito Público; Subsecretaría de Ingresos; Dirección General Fiscal Internacional; Avenida Hidalgo #77, Módulo ; Planta Baja, Colonia Guerrero; Delegación Cuauhtémoc; 06300 México, D.F. For import requirements relating to the NAFTA

Banco Nacional de Comercio Exterior, S.N.C.; Camino a Sta. Teresa 1679; 01900 México, D.F. Tel: 52-5-227-9078

The following documents are available from: SECOFI; Piso 18; Coordinación Sectorial; Alfonso Reyes No. 30; 06179 México D.F.

Las relaciones comerciales de México con el mundo, TLC 001.1 Secretaría de Comercio y Fomento Industrial (México, D.F. 1990)

Tratado de libre comercio en América del Norte: Reglas de origen (Monografía 1), TLC 001.1; Secretaría de Comercio y Fomento Industrial (México, D.F. 1991)

Tratado de libre comercio en América del Norte: Solución de controversias (Monografía 3), TLC 003.1; Secretaría de Comercio y Fomento Industrial (México, D.F. 1991)

Tratado de libre comercio en América del Norte: Prácticas desleales de comercio (Monografía 6), TLC 003.6; Secretaría de Comercio y Fomento Industrial (México, D.F. 1991)

Tratado de libre comercio en América del Norte: Normas (Monografía 8), TLC 003.8; Secretaría de Comercio y Fomento Industrial (México, D.F. 1991)

Tratado de libre comercio en América del Norte: Servicios (Monografía 9), TLC 003.9; Secretaría de Comercio y Fomento Industrial (México, D.F. 1991)

Tratado de libre comercio en América del Norte: Sector automotriz (Monografía 10), TLC 003.10; Secretaría de Comercio y Fomento Industrial (México, D.F. 1991)

Tratado de libre comercio en América del Norte: La industria textil (Monografía 13), TLC 003.13; Secretaría de Comercio y Fomento Industrial (México, D.F. 1991)

Tratado de libre comercio en América del Norte: Enseres domésticos (Monografía 11), TLC 003.11; Secretaría de Comercio y Fomento Industrial (México, D.F. 1991)

La adhesión de México al GATT (Repercusiones internas e impacto sobre las relaciones México-Estados Unidos), TLC 028; Blanca Torres, El Colegio de México (México 1989)

La cuenca del pacífico, TLC 029; Banco Nacional de México (México, D.F.)

El acuerdo marco de cooperación entre los Estados Unidos Mexicanos y la Comunidad Económica Europea, TLC 035; S.R.E., SECOFI, BANCOMEX, CEMAI (México 1991)

Tratado de libre comercio entre México y Chile, TLC 047; Secretaría de Comercio y Fomento Industrial (México, D.F. 1992)

Algunos efectos del acuerdo de libre comercio en la administración de las empresas y el apoyo de asesores externos en economía, TLC 063; Mauricio Mobarak Gonzalez. (México 1991)

Las relaciones comerciales de México con el mundo: desafíos y oportunidades, TLC 064
Secretaría de Comercio y Fomento Industrial (México, D.F. 1990)

Example of Presentation Outline

I. Topic

A. subtopic

II. Source(s)

III. Current level of development in foreign country as compared to the United States

IV. Barriers and accelerators

V. Differences in United States marketing strategy

VI. Effect of country's language(s) and customs on marketing

Suggested Topics

Consumer Protection
Careers in Marketing
Trends in Tourism
Sports Marketing
Environmental Marketing
Business Ethics
Technology Trends
Telecommuting
Children's Markets
Value of Product Mix in Culture
Home Improvement Marketing
Entertainment Marketing

Classroom Examples

Public smoking in Mexico
Specialization in marketing careers in Mexico
Increased demand for hotel amenities
Are there Sports Marketing positions in Mexico
Are there recycling, Earthday promotions in Mexico?
Compare/contrast
Direct dictation/web site node developments
Barriers for working at home
Development of children's markets
Campbell's soups (which ones sell or don't sell)
Which products sell or don't sell and why
Music industry (American music or native music)
Transfer of titles of television and movie ads

**PERFORMANCE RATING
CONTRIBUTION TO TEAM**

NAME _____

RATER _____

DATE _____

	2 Points	4 Points	6 Points	
Participated in Team Decisions	Did not get involved in discussions	Participated 50% of the time	Was a contributing member	X2
Contributed to Hard Copies	Did not complete any copies	Contributed one copy	Contributed or made contributions to three or more copies	X2
Attendance	Missed more than 25% of time	Missed 10%-24% of time	Missed less than 10% of time	X2
Dependability	Did not get work done; team could not count on to get work done	Did 75% of duties; team could count on member	Did all work assigned; team could count on member	
Work Outside of Class	Did no work outside of class	Did one copy/research assignment outside of class	Did two or more copy/research assignments outside of class	

TOTAL POINTS _____

REASON(S) FOR RATINGS (Continue on back of sheet):

TEAM FINAL EVALUATION

Team Members: _____

Date: _____

	2 Points	4 Points	6 Points	
Depth of Research—Primary	No interviews conducted	One outside interview	2 or more outside interviews	
Depth of Research—Secondary	Minimum of 2 sources	3-5 sources	6 or more sources	
Analysis of Marketing/ Business Trend	Did not establish a trend	Trend determined and explained	Trend highly substantiated	X2
Cultural Effects on Marketing/ Business Trend	Did not demonstrate an understanding of relationship of culture to business trend	Demonstrated an understanding of relationship of culture to business trend with 2 examples	Demonstrated an understanding of relationship of culture to business trend with 3 or more examples	X2
Group Members Presentation	Only group leader presented	Leader did most of presentation	All members contributed	
Organization of Presentation	Presentation not logical	Presentation followed an obvious order	Extremely logical	
Summary/ Recommendation	Limited recommendation and summary	Well done summary, but connection to recommendation is limited	Shows logical connection between summary and recommendation in several ways	

Total Points _____

REASON(S) FOR RATINGS (Continue on back of sheet):

Unit: The Global Marketplace at Home

BE Performance Standard: International Perspective—Students will understand how international events influence their lives. They will explore their responsibilities and opportunities in a global economy.

FL Goal/Standard: Students will participate in multilingual communities at home and around the world.

BE Instructional Content:

Protocol—demonstrate behavior inherent to conducting international business

International Communications—develop an awareness of the language and varying customs required for international communications

Marketing Mix—apply the basic elements of the marketing mix (product/service planning, place, price, and promotion) to business situations

Promotional Strategies—discuss the role and importance of advertising, publicity, sales promotion, and personal selling in a business environment

Economic—identify the economic systems used to decide what to produce, how it is produced, and for whom it is produced in a country

Finance—calculate simple currency transactions

FL Standard/Progress Indicators:

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Students reinforce and further knowledge of other disciplines through foreign languages.

Students apply language skills and cultural knowledge within and beyond the school setting.

Intended Student Level: Secondary Level, Developing or Expanding

Outcomes: Upon completion of the entire project, the student will interact appropriately in the target language in real-life situations; use resources in the community to research the local and target culture(s); develop a “store” and market international products using the basic elements of the marketing mix, calculating currency rate exchanges, and incorporating culturally appropriate promotional strategies for various economic systems; educate a segment of the community by giving a presentation and/or operating a store.

Connecting Curricular Areas: Business, Marketing, and Foreign Language

Procedures:

- Overview—Through a four-phase project, students will research culture(s), learn marketing functions, develop a simulated store, and culminate the unit with community involvement. This integrated project has been designed so that foreign language and business teachers can perform the phases independently or in their entirety. The teacher can incorporate these phases in a self-contained classroom, in conjunction with other disciplines, or as a student organization project.

- **Phase I - Research**

- A. Local Understanding

Cultural Suitcase activity handout (Modification of Cultural Bag activity by Project REACH)

Culture Box activity (*Creative Teaching Ideas For International Business*, page 101)—Teacher explains that a “culture box” is simply a box filled with items representing a particular culture. The students are then asked what items they would place in the box if they were to fill a “culture box” for the local community. This local box is put together as a class. What similarities are there with the items students placed in the suitcase? What are the differences? Why?

Teacher Option: This activity can be extended to enable students to compare the local culture to state and/or country. It also can be done as a large group or in cooperative small groups. Discussion can be generated by asking the following questions about items selected: 1. What items were the most common? 2. What items surprised you? 3. What items did you expect to see that you didn’t?

Language teachers would do as many of the activities in the target language as possible, depending on the level at which this unit is being used. A business teacher incorporating this unit could do most of the same activities in English.

- B. Cultural Research

Students will choose or be assigned a country to research. The “cultural box” activity will be expanded, and students will be responsible for determining what items will be placed in their country’s “culture box.” Items for the box will not be selected until research is completed. (See Country Research Topics handout.)

The Internet will be introduced to students. Such sites as <http://www.city.net> provide the teacher and students with a wealth of information. Other resources besides the Internet can be used for research.

Teacher Option: Research can be done on a single country, numerous countries, or language-grouped countries.

- C. Language

Use Cultural Differences in Greetings handout (See example.)

In addition to this handout, the teacher will have the students access <http://www.travlang.com/languages/> to determine their country’s correct pronunciation for

the following: “Good morning,” “Good afternoon,” “Good evening,” “Please,” “Yes,” “No,” “Thank you,” “My name is,” “Pleased to meet you,” “How much,” and “Goodbye.” Students will practice the greetings in an inner-outer circle activity. Each student greets the other with appropriate words and gestures for his/her chosen country. Students in the outer circle move after each greeting.

Teacher Option: For language and business activities, a good resource is *Bargaining United Nations Style: Exploring the Impact of Cultural Values*, handout from Darla Domke, World Language Business Institute '97.

■ **Phase II—Marketplace**

Marketing mix, promotion strategies, and economic systems are concepts that the students may be familiar with or will need to be introduced to at this time.

Use Marketing Terms handout for definitions. (See example.)

Use Economic Systems handout. (See example.)

Product Scavenger Hunt activity—Students will be asked to find five to ten products from any foreign country that are sold within their own community. When students locate a product, they should record brand names, manufacturer, country of manufacturer, and price.

Each student or team of students places on the wall a poster labeled with the country's name. Students report their findings, and the products are recorded on the appropriate country's poster.

Class discussion can be centered around how difficult it was to find products, import trends, and cost comparisons with American products.

Brainstorming activity—What would it take to start a store in the United States? Considerations: location, product line, promotion, target market, business etiquette, cost, break-even point, profit, suppliers, distribution, store name, packaging, competition, and laws. What considerations are similar or different for other countries?

Teacher Option: Based on the availability of local resources, the teacher should consider setting up field trips, organizing shadowing experiences, or inviting guest speakers for the students from local organizations that conduct business internationally.

■ **Phase III—Store Creation**

At this phase, students will create a store for a specific country. The products and marketing strategies should be culturally authentic. Students will be acting as merchants (sellers) and buyers. Both buyers and sellers will be expected to calculate the correct currency and speak the proper language for greetings and closings.

Store: For the purpose of this project, a “store” could be a kiosk, table with display, poster display, window displays, or booth. The teacher will determine and inform students of the store's specialization including size, location, and quantity of items that must be offered.

Project Preparation by Students

1. Decide on the product line and prepare information regarding the quantity and variety of items that must be offered
2. Decide on a store name, pricing, and displaying techniques
3. Be aware of the currency and exchange rates
4. Determine the promotional strategies including advertising, packaging, sales promotion, and personal selling
5. Create business forms including business cards, brochures, and order forms

Project Implementation

Direction: Half the students will act as sellers and the other half as buyers. After a predetermined time, they will switch roles.

Seller's Role

1. Set up his/her "store"
2. Be prepared to give a sales presentation
3. Record sales
4. Orally report the performance and profitability information of the business
5. Self-reflect on the project—What were the successes and failures of your project? (One page paper)
6. Self-evaluate the project—What recommendations would you make for the continuation of the project?

Buyer's Role

1. Receive income from teacher, who will decide the amount and method of distribution
2. Be knowledgeable about currency exchange rates
3. Negotiate with the seller
4. Report on the purchases made and the ease or difficulty of the transactions
5. Self-reflect on the project—What were the successes?

Teacher Option: Instead of having the entire class purchase and sell products, the teacher may opt to have students present their products to the class.

Teachers can have the students create their stores for a specific country and/or have their store be language-based, i.e. Spanish—Mexico, Spain, or Panama. The teacher may decide to require students to consider the economic system in the development of their store.

There is a currency converter available at <http://www.travel-finder.com/convert/convert.htm>.

■ Phase IV—Community Action

Students will have had an opportunity to learn about themselves, their local culture, and other countries. Phase IV allows students to share information with community patrons on how international business influences their lives. Students could prepare a skit, host a forum, give a formal presentation, or repeat Phase III for a new audience.

Possible avenues for community involvement include:

- Present to elementary/middle school children
- Present to parents and community patrons at sporting events, parents' night, career fair, conferences, or open houses
- Partner with a teacher from another school
- Present to civic organizations, senior centers, extension clubs, and/or the Chamber of Commerce
- Bring in a panel of business people/international travelers to see the "presentations" and evaluate the process and product
- Seek publicity for the class project through the school yearbook and/or community news

Teacher Option: If the products are readily available, the teacher and students may decide to actually sell products as a fundraiser.

This project provides an opportunity for student organizations to be involved in the community.

Resources:

Creative Teaching Ideas For International Business, Culture Box by Sandra Kruzel, page 101.

Project REACH, Cultural Bag Exercise.

Domke, Darla, *Bargaining United Nations Style: Exploring the Impact of Cultural Values*, World Language Business Institute 1997.

CULTURAL SUITCASE ACTIVITY

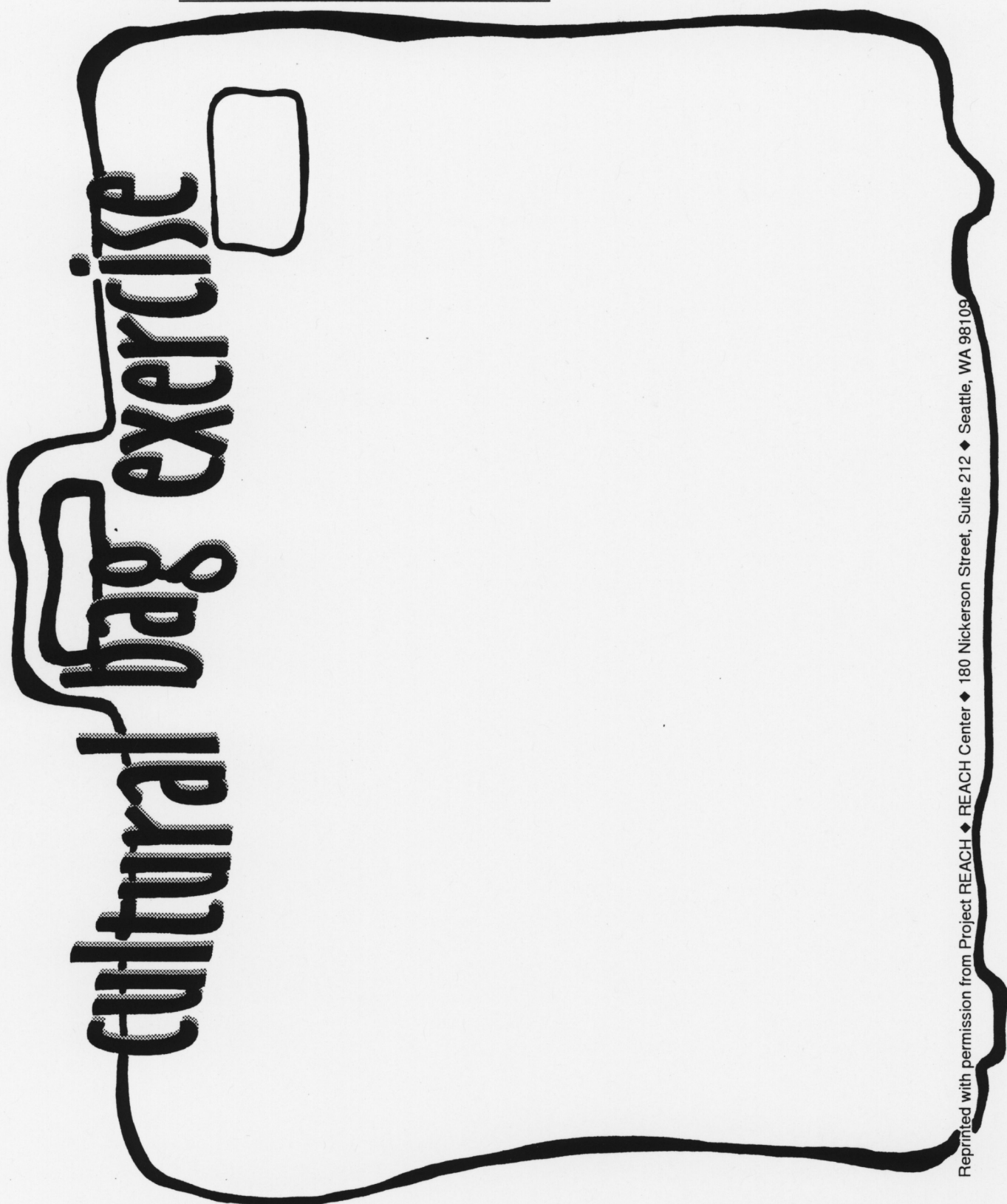
1. Each student is given a copy of a “Cultural Suitcase.”
2. Each student is then asked to write his/her name in the middle of the suitcase and take one item from each of the four corners that represents him/her and/or what is important to him/her.
3. Students then share their cultural suitcases with the other members of the class in a “talking carousel.” (Hint: Divide the class into two groups using numbers (one and two) or alphabet (A and B). One group remains stationary while the second group will move after the allotted discussion time. Class members share what they have in their “Cultural Suitcase” and why they have chosen the items they have selected.

Following this activity, a discussion could be held concerning culture and the fact that our culture helps to determine who we are. Considerations may include food, language, holidays, dance, clothing, music, stories/legends, arts, games, religion, rites of passage, government, economics, geography as it affects culture, media, values, death, aging, relationships/marriage, family, etc.

Possible Discussion Questions:

- What can happen when people from one culture meet people from another culture?
- Would you be willing to give up some of your customs and beliefs to become part of another culture? (Many people now living in the U.S. have.)
- How is being FROM another country different than HAVING HERITAGE from another country?

Name: _____



Reprinted with permission from Project REACH ♦ REACH Center ♦ 180 Nickerson Street, Suite 212 ♦ Seattle, WA 98109

CULTURAL DIFFERENCES IN GREETINGS

COUNTRY	GREETING
Argentina	Shaking hands while slightly nodding heads. (After long absences, women kiss each other on the cheek and men may embrace.)
Australia	Warm handshake between men. (A man shakes hands with a woman only if she extends her hand first.)
Belgium	Shaking hands with everyone, using a quick shake with light pressure, and briefly, not prolonged. (If a woman wishes to shake hands, she will extend hers first.)
Chile	A handshake or kiss to the right cheek.
China	A nod or slight bow. (In addition, a handshake is also acceptable)
Denmark	A firm, fairly short handshake is customary. (When meeting a couple, shake hands with the woman first. If you are seated, be certain to rise to shake hands.)
Fiji	A smile and an upward flick of the eyebrows. (A handshake is also appropriate.)
France	A light, quick, single handshake. (A strong, pumping handshake is considered impolite and uncultured. Also, when entering a room, greet each person in the room. A French woman offers her hand first. Close friends and young people often kiss on either cheek—but it is really “touching cheeks” and “kissing the air.”)
Germany	A fairly firm handshake (often with just one or two pumps) is the custom among men. (Children and women will often offer their hand in greeting, too. “Cheek-kissing the air.”)
India	The <i>namaste</i> —bending gently with palms together below the chin.
Japan	A bow, as low and as long as the other person’s.
Spain	Handshakes are warm and friendly in Spain, often accompanied by a light pat on the back. (The <i>abrazo</i> ‘embrace’ is common among male friends. Women do the same: a slight embrace, and the motion of kissing each cheek. Men and women always shake hands when meeting.)
Thailand	The <i>wai</i> —placing both hands together in the prayer position at chest and bowing slightly.
United States	A warm, firm, pumping handshake.

Note: You may find greetings for other countries in many of the books by Roger Axtell.

COUNTRY RESEARCH TOPICS

The following are suggested topics of information that you might want to include in your research:

Location and size

Population

Cost of living and income level

Transportation

Climate

Competition in the world market

History

Religion

People and culture (status of women, personal space, color, attitude toward time, etc.)

Communication barrier/number of televisions, telephones, newspapers, radios, etc.

Important cities

Food and meal times

International trade

Socializing and dating

Language/gestures/slang

Driving regulations

Government/regulations with respect to business

Home life—(number of children, family structure, household chores, curfews, etc.)

Political problems

Health issues

Currency

Employment (trends, attitude, etc.)

Decision-making

Gifts and bribes

Education

MARKETING TERMS

Marketing Concept	Satisfy customers' needs and wants while making a profit
Marketing Mix	A blend of product, place, price, and promotion to reach the target market
Product	What product to make, when to make it, its level of quality, how many to produce, its packaging, brand name, and warranties or guarantees
Place	How the product is to be distributed; directly to consumer or through wholesalers or retailers
Price	What are people in the target market able and willing to pay; price is affected by quality of product and pricing strategies of competition
Promotion	Any form of communication that a business or organization uses to inform, persuade, or remind people about its products and improve its public image

TYPES OF PROMOTION

Advertising	Paid nonpersonal communication of ideas, goods, or services by an identified sponsor
Publicity	Nonpaid form of nonpersonal communication about a business, goods, or services
Sales Promotion	Use of marketing devices such as displays, premiums, and rebates to stimulate sales
<ul style="list-style-type: none">• Displays• Premiums• Contests• Sweepstakes• Product Sample• Rebates	<p>Window, floor, and counter displays are in-store advertising</p> <p>Prizes or rewards offered to a customer such as coupons or freebies</p> <p>Games or activities that require the participant to demonstrate a skill</p> <p>Game of chance</p> <p>Free trial size of a product</p> <p>Discounts offered by manufacturers for purchases during a given period of time</p>
Personal Selling	Person-to-person communication with potential customers in an effort to inform, persuade, or remind them to purchase a product or service

ECONOMIC SYSTEMS

Capitalism	<p>Economic system founded on the principle that competition among businesses best serves society.</p> <p>Characteristics: high economic freedom, low cost of living, high product choice, high earning potential</p>
Communism	<p>Economic theory, developed by Karl Marx, that eliminates private property and provides for common ownership of the means of production.</p> <p>Characteristics: government owns means of production, no freedom of employment, few consumer goods, government dictates what factories produce</p>
Socialism	<p>Economic system that advocates government ownership and operation of all major industries.</p> <p>Characteristics: high taxes, extensive welfare, government operates industries vital to public welfare, private ownership of industries considered less crucial</p>
Mixed	<p>An economic system that mixes government ownership and operation of all major industries. An economy that is not pure and combines government ownership and private ownership.</p>

Note: Adapted from *Contemporary Business*, Boone and Kurtz, 8th Edition, Dryden Press.

“STORE” RUBRIC

Name_____

Date_____

Country Researched_____

Name of Product(s)_____

Name of Store_____

Currency Name and Rate_____

STORE

_____ 4 Superior in all respects—goes beyond expectations

_____ 3 Excellent

_____ 2 Very good

_____ 1 Good

_____ 0 No evidence of effort

The above score will be an average of the following components:

_____ Product Name (language appropriate)

_____ Display (culturally appropriate, on time, creative, neat)

_____ Promotional Strategies (culturally appropriate, creative, sound business practices)

_____ Pricing Strategy (currency exchange, profitability)

_____ Promotional Materials (business card, order form, brochure) (language and culturally appropriate, creative, on time, accurate, functional, neat)

LANGUAGE AND CULTURAL APPROPRIATENESS

_____ 4 Always uses the target language and appropriate cultural gestures

_____ 3 Most of the time uses the target language and appropriate cultural gestures

_____ 2 Some of the time uses the target language and appropriate cultural gestures

_____ 1 Rarely uses the target language and appropriate cultural gestures

_____ 0 No evidence of usage of the target language and appropriate cultural gestures

SELLER

_____ 4 Superior in all respects—goes beyond expectations

_____ 3 Excellent

_____ 2 Very good

_____ 1 Good

_____ 0 No evidence of effort

The above score will be an average of the following components:

_____ Greeting and closing

_____ Sales approach

_____ Recordkeeping

_____ Time management/effort

BUYER

_____ 4 Superior

_____ 3 Excellent

_____ 2 Very good

_____ 1 Good

_____ 0 No evidence of effort

The above score will be an average of the following components:

_____ Greeting and closing

_____ Negotiations

_____ Time management/effort

Signatures of Sellers

Total Score: _____

Unit: Protocol for Ports of Call

BE Performance Standard: International Business—Students will understand international and domestic business concepts from a multicultural, global perspective. They will demonstrate competency by describing how trade practices and cultural awareness are combined to conduct business in a global society.

FL Goal/Standard: Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

BE Instructional Content: Protocol—demonstrate behavior inherent to conducting international business.

FL Standard/ Progress Indicator: Apply language and behaviors that are appropriate to the target culture in an authentic situation.

Intended Student Level: Secondary Level, Expanding

Outcomes: The student will plan and role play an international business negotiation.

Connecting Curricular Areas: Business, Marketing, and Foreign Language

Procedures:

- Group students (minimum of one language student and one business student).
- Distribute situation cards identifying goals of the role play. (See example.)
- Business students research commercial negotiations; foreign currency; shipping options.
- Foreign language students research/study protocol of selected country(ies).
- Pre-teach recognition of a specific vocabulary for foreign language.
- Using information from Internet sites and reference books, students prepare for role play.
- Students complete protocol/business guide from references and give brief oral reports.
- Group members will brief each other on respective areas (culture; commercial transactions).
- Role play 8-10 minutes either informal entertaining (with/without food) or a business negotiation. (Students may serve as interpreters or can perform only in English.) Videotape.
- Debrief using the videotape for peer assessment, guided discussion, and teacher evaluation.

Teacher Tips:

- Utilize Protocol/Business Guide worksheet, which closely parallels Smartbiz web site.
- Sample situation cards for role-play options and rubrics for assessment.

Resources:

Kiss, Bow, or Shake Hands, by Morrison, Conaway, and Borden.

Culture Clash, by Seelye & Seelye-James, NTC Business Books, Lincolnwood, IL, 1995.

<http://www.smartbiz.com/sbs/cats/travel.htm> (3-screen summaries of business protocol, language, customs, and significant business data (i.e. currency) for 50 countries)

The German Businessmate—Passport to Terms and Expressions Used in Sales, Meetings, Contracts, Travel Arrangements, Hotels and More! Lexus, Passport Books, Lincolnwood, IL, 1986.

Protocol/Business Guide

Student Name _____

(All but * items are found at <http://www.smartbiz.com/sbs/cats/travel.htm>)

Use Internet, text, print, and broadcast media to complete the following for your assigned country.

Sources used _____

Web sites: _____

Country: _____

Official name of the country _____

Head of State _____

Capital city _____

Official language(s) _____

Contiguous countries (nearby)* _____

Literacy _____ %

Religions _____

GDP growth rate _____

Trade balance _____

Inflation rate _____ %

Unemployment rate _____

Time difference _____

Per diem allowance \$ _____

Business Protocol

Business Entertainment

Social Customs

Past, Present, Future*

Personal Space*

Slang/Gestures*

Gift Giving

Currency & Exchange Rate

PROTOCOL FOR PORTS OF CALL

Sample Situation Cards

Negotiation Situation Card

***appropriate for French or German**

Buyer: (This is a team of two—the language student acts as a resource person and the business student acts as the American buyer during the role play.)

You own a large chain of sports stores in the United States. You wish to import a new line of Swiss time clocks for basketball. You have \$50,000 to purchase merchandise for ten stores. (Realize shipping and related import costs will require approximately half of this amount.) Make the best import deal you can. To be successful, you must import at least four dozen clocks.

***Business homework**

- determine the highest price you can pay per clock
- determine the optimal shipping agreement

***Language homework**

- research language protocol for Switzerland
- prepare necessary vocabulary for greetings, monetary terms, courtesy, product vocabulary, quality and shipping terms

Seller: (This is a team of three—the language student acts as the Swiss seller, the business student acts as the resource person giving the seller the terms of the agreement before the role playing, and the second language student acts as the translator. If your classes are too small for a group of five, the language person on the buyer's side can act as the translator.)

You own a Swiss watch factory and wish to export your new basketball time clocks to a large chain of sports stores in the United States. Your production costs are Sf750 and you must consider shipping and export costs at about half that amount. Make a sale realizing the best possible profit. To be successful, your company must realize a 15% profit based on total costs.

***Business homework**

- determine exchange rate Sf to \$ and the charge for exchanging money (NBC Bank in Lincoln)
- determine a negotiation strategy including the lowest acceptable price and the profit ratio of 15% or more

***Language homework**

- prepare protocol/business guide to familiarize yourself with the expectations of the Swiss businessperson
- work with your business expert to determine the requirements of the sale
- prepare vocabulary for negotiation (i.e. shipping terms, product quality, monetary terms, greetings, and courtesy.)

Entertainment Situation Card***appropriate for any language by switching countries**

Buyer: You are the buyer for Germany's largest flour mill. You wish to establish a trade agreement with the United States Farmer's Union for the purchase of wheat. You have been invited by Mr. or Mrs. Smith, President of the American Farmer's Union for an evening of entertainment prior to the contract negotiation meeting. To be successful, you must stay within the description of your culture while establishing a positive rapport for negotiation.

Seller: You are the president of the United States Farmer's Union and are hosting Herr or Frau Schmidt, an important wheat buyer from Germany. The purpose of this evening is to establish a good working relationship with this colleague and an environment of mutual trust.

Note: Research the protocol of the other country. Demonstrate your ability to adapt while still preserving the integrity of your own culture. Remember—too much adjustment makes one look insincere, which leads to mistrust or suspicion.

ASSESSMENT RUBRICS FOR PROTOCOL FOR PORTS OF CALL

- All rubrics are designed on a 0 to 3 scale.

 0 = failure to complete the task
 1 = some evidence of task completion, several detectable errors
 2 = task completed with minimal error
 3 = task completed with no detectable error

Rubric for Research

Use of a variety of current resources, at least one in each area, no data older than five years

■ Print Media	0 1 2 3
■ Internet sites	0 1 2 3
■ Audio/video—radio/television	0 1 2 3
■ Resource person	0 1 2 3
Complete Protocol/Business Guide provided (identifying full culture synopsis)	0 1 2 3
Share business and/or culture discoveries with team	0 1 2 3
Presentation	0 1 2 3
Comments: _____	

Rubric for Entertainment Role Play

Participated by interacting with students	0 1 2 3
Used proper, clear, concise language skills	0 1 2 3
Exchanged gifts (real or imaginary)	0 1 2 3
Demonstrated knowledge of target culture verbal behavior	0 1 2 3
Demonstrated knowledge of target culture nonverbal behavior	0 1 2 3
To accommodate goals, actors exhibit ability to adapt while maintaining the integrity of their own culture	0 1 2 3
Quality of video/final project	0 1 2 3
Comments: _____	

PROTOCOL RUBRICS CONTINUED

Rubric for Negotiation Role Play

All students participated by interacting within defined roles	0 1 2 3
Proper research of trade requirements	0 1 2 3
A transaction satisfactory to both parties is achieved	0 1 2 3
Clear, concise, and correct use of the target language	0 1 2 3
Demonstrated knowledge of target culture verbally	0 1 2 3
Demonstrated knowledge of target culture nonverbally	0 1 2 3
Quality of video/final project	0 1 2 3

Comments: _____

Suggested Criterion for Debriefing Rubric

0 = behavior not exhibited
1 = behavior exhibited
2 = behavior exemplary

Rubric for Debriefing

Participation	0 1 2
Constructive questioning	0 1 2
Careful listening	0 1 2
Oral evaluation of your own project	0 1 2
Oral evaluation of another group's project	0 1 2

Comments: _____

Resources and References

International Assistance

Government

Nebraska Department of Economic Development, Lincoln, Susan Rouch, (402) 471-4668
Nebraska Department of Agriculture, Lincoln, Stan Garbacz, (402) 471-4876
U.S. Customs, Omaha, (402) 221-4661 (import questions)
U.S. Department of Commerce, Omaha, Allen Patch, (402) 221-3664
U.S. Small Business Administration, Omaha, Jerry Kleber, (402) 221-3604

International Attorneys

Bill Bianco, Kennedy, Holland, Omaha, (402) 397-0203
David Gardels, Dixon & Dixon, Omaha, (402) 345-3900
Tom Lindmeier, Omaha, (402) 397-3801
David A. Ludtke, Rembolt, Ludtke, Parker & Berger, Lincoln, (402) 475-5100
Herb Sampson, Omaha, (402) 492-9800
Robert Siffering, Fitzgerald, Schorr, Barmettler & Brennan, Omaha, (402) 342-1000

International Bankers

National Bank of Commerce, Lincoln, Paul Warfield, (402) 434-4186
First National Bank of Omaha, Omaha, Wanda Nesbitt, (402) 341-0500
FirstTier Bank, Omaha, Candy Pedersen, (402) 348-6283
Norwest Bank, Omaha, Ed Ostransky, (402) 536-2113

Customhouse Broker/Freight Forwarders

Fritz Companies, Omaha, Janice Kennedy, (402) 457-5777
Global Maritime, Inc., Lincoln, Wahib Wahba, (402) 434-5342
International Logistics, Omaha, Mike Contreras, (402) 592-9010
MDR Enterprises, Omaha, Dale Roberts, (402) 393-6960
Phil Patterson, Inc., Omaha, Deena Wright, (402) 344-4636
Phoenix International Freight Services, Omaha, (402) 455-4898 or (800) 408-0124

Credit Reporting Services

Accent Services, Omaha, Chris Sempek, (402) 391-5285
Allied National, Inc., Omaha, Michael T. David, (402) 393-3477 or (800) 456-5770
Graydon America, Oakbrook, Terrace, IL, Michael Bushman, (708) 993-9050

Transportation Companies

Alliance Shippers, Omaha, (402) 733-6038
Burlington Air Express, Omaha, (402) 455-0123
Circle Freight Intl., Omaha, (402) 453-4012
DHL Worldwide Air Express, (800) 225-5345
Federal Express, Omaha, (402) 498-2769
International Logistics, (402) 592-9010
MSAS Cargo Intl., Kansas City, (800) 288-8339
Metro Air, Omaha, (402) 551-4400
Team Air Express, Omaha, (402) 341-6911
Truck Track Logistics, Omaha, (402) 895-8096
United Parcel Service, Omaha, (402) 738-6545 or (800) 222-8333

Organizations

Center for International Business, Dallas, TX
Educational Resource Information Clearinghouse (ERIC)
Local Chambers of Commerce and Foreign Trade Zone Representatives
National Business Education Association
Regional World Trade Centers
U.S. Bureau of Labor Statistics
U.S. Department of Commerce
U.S. Department of Education, Center for International Education, Washington, DC
Other states' curricular guides (usually available through ERIC)
Lists and contact information for organizations and businesses, American Business Lists, Omaha, NE, (402) 596-7637.

Textbooks

Aaronson, S.A. 1996. *Trade is Everybody's Business*. (Incl. Teacher's Guide). (ERIC Document No.: ED403178.)

ABA Guide to International Business Negotiations: A Comparison of Cross-cultural Issues and Successful Approaches. 1994. Chicago, IL: American Bar Association.

Adler, N., & Izraeli, D. 1995. *Women Managers: Moving Up and Across Borders*. In O. Shenkar (Ed.), Global Perspectives of Human Resource Management. Englewood Cliffs, NJ: Prentice-Hall: 165-193.

Ashmore, C., Bebris, J. (Eds.) 1988. *Preparing for World Markets: Proceedings of the National Entrepreneurship Forum* (ERIC Document No: ED321006).

Atkinson, T. B. 1994. *Merriam-Webster's Guide to International Business Communications*. Springfield, MA: Merriam-Webster.

Bafa-Bafa: A Cross-Culture Simulation. Simulation Training Systems, Inc., P.O. Box 910, Del Mar, CA 92014. Tel.: (800) 942-2900; Fax: (619)792-9743; internet: sts@cts.com. Price for academics is \$225.

Bashir, K. 1990. *The Prophetic-Caliphal Model of Leadership: An Empirical Study*. International Studies of Management and Organization. 20, 3: 37-51. (Management in the Arab world.)

Chu, Chin-Ning. 1991. *Asian Mind Game: Unlocking the Hidden Agenda of the Asian Business Culture: A Western Survival Manual*. New York: Rawson Association.

CNN Newsroom Guides. Contact CNN, Atlanta, GA, for these modules to accompany the weekly CNN programming.

Crummett, D. M., & Crummett, J. 1994. *Introduction to International Trade*. (ERIC Document No. ED 371156.)

Culturgrams: The Nations Around Us. 1991. Garrett Park, MD: Garrett Park Press.

Customs of the World: A Popular Account of the Manners, Rites, and Ceremonies of Men and Women in All Countries. 1984. Delhi: Neeraj.

De George, R. 1993. *Competing with Integrity in International Business*. New York: Oxford University Press.

Dlabay, L. R. & J. C. Scott. 1996. *Business in a Global Economy*. Cincinnati, OH: South-Western.

Domke, D. J. 1991. *Creative Activities for Teaching English as a Second Language*. ERIC Digest. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

Donaldson, T. 1989. *The Ethics of International Business*. New York: Oxford University Press.

Do's and Taboos Around the World. 1993. 2nd Ed. New York: Wiley.

Echternacht, L. (Ed.) 1991. *A Global Look at Business Education*. National Business Education Yearbook, No. 29. (ERIC Document No. ED334432.)

Embleton, D. 1988. *Breaking Barriers to International Business Communication*. British Journal of Language Teaching, 26,3: 139-141.

EPICA Advertising Awards. London International Ad Awards, 141 E 44th Street, Suite 610, New York, NY 10017. Tel: (212) 681-8844. (About 15 different tapes of ads from around the world, but none comparing same product in multiple countries. Price: \$75-\$125 each.)

Global Business Strategies for the Year 2000. 1995. Osprey, FL: Beecham Publishing.

Global Strategies: Insights from the World's Leading Thinkers. 1994. Boston, MA: Harvard Business.

Harris, H. 1995. *Women's Role in International Management*. In A. Harzing & J. Van Ruysseveldt (Eds.), *International Human Resources Management*. London: Sage Publications: 229-251.

Harvey, M. G. 1995. *The Impact of Dual Career Families on International Relocations*. Human Resources Management Review. 5,3: 223-244.

Hisrich, McDougall, & Oviatt, B. 1996. *Cases in International Entrepreneurship*. Irwin.

International Trade Curriculum. A Joint Vocational Education Curriculum Project of Alaska, Oregon, and Washington. 1989. (ERIC Document No. ED315589.)

Izraeli, B., & Zeira. 1980. *Women Executives in MNC Subsidiaries*. California Management Review, 23,1: 53-63.

Jelinek, & Adler, N. 1988. *Women: World Class Managers for Global Competition*. Academy of Management Executive, 2,1: 11-19.

Nebraska K-12 Business Education Curriculum Framework. 1994. Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509, (402) 471-4818, <http://nde4.nde.state.ne.us/BUSED/be.html>.

Nebraska K-12 Foreign Language Curriculum Framework. 1997 Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509, (402) 471-4331.

National Standards for Business Education. 1995. National Business Education Association, 1914 Association Drive, Reston, Virginia 22091, (703) 860-8300, <http://www.nbea.org/nbea.html>.

Morrison, T., W. A. Conaway, & G. A. Borden. 1994. *Kiss, Bow, or Shake Hands: How To Do Business in Sixty Countries*. Holbrook, MA: Bob Adams.

PACE (Program for Acquiring Competence in Entrepreneurship), Third Edition. Training program. 1994. (ERIC Document No. CE 067029 - CE 067092.)

Philpott, M. 1994. *Business Beyond our Borders: An Integrated Approach*. Business Education Forum, 48,3: 21-25.

Richardson, P.E. 1993. *Russia Survival Guide: Business & Travel*. Montpelier, VT: RIS.

Rowland, D. 1993. *Japanese Business Etiquette*. New York: Warner Books.

Teaching Global Awareness with Simulations and Games. 1986. Denver, CO: Center for Teaching International Relations.

Business and international sections of daily newspapers, weekly news magazines, local companies, and annual reports of publicly traded companies (also available through the internet at EDGAR).

Internet Resources

World Language Business Institute
URL: <http://nde4.nde.state.ne.us/BUSED/be.html>
URL: <http://nde4.nde.state.ne.us/BUSED/becurr.html>

Regional and National Resources (including those in multiple languages)

United Nations Home Page
URL: <http://www.un.org/>

The World Competitiveness Yearbook
URL: <http://imd.ch/wcy/1996/countries/usa/html>

World Trade Organization

URL: <http://www.wto.org/>

Key information on members, policies, and activities of the world trade organization

Macroeconomic data for countries with political risk ratings

URL: <http://www.countrydata.com>

Free Trade Zone Information

URL: <http://www.uscan.com/uscanframe.htm>

Helpful information about the purposes, uses, term, and types of free trade zones that exist

Canadian Statistics (in French and English)

URL: <http://www.cs.cmu.edu/Unofficial/Canadiana/LISEX.html>

Official government statistics for Canada

Department of Foreign Affairs and International Trade (Canada)

URL: <http://www.dfait-maeci.gc.ca/>

Information about Canada and statistics in international trade

Caribbean Basin Initiative

URL: <http://sys1.tpusa.com/dir01/impptgui/ch14.html>

Countries benefiting from and tariffs included in the Caribbean Basin Initiative

Hong Kong Information Center (In English and Chinese)

URL: <http://www.info.gov.hk/>

Information on the Hong Kong Special Administrative Zone of China

Inter-American Development Bank (In English and Spanish)

URL: http://www.iadb.org/ENGLISH/index_english.html

Information on emerging opportunities in the Americas

International Monetary Fund

URL: <http://www.imf.org/>

Information about organization, membership, and programs of the IMF

Keidanren - Japanese Federation of Economic Organizations (In Japanese and English)

URL: <http://www.keidanren.or.jp/index.html>

Latin America and Caribbean Weekly Information (In English and French)

URL: <http://www.dfait-maeci.gc.ca/english/geo/lac/>

Mexico Statistics (In Spanish and English)

URL: <http://www.shcp.gob.mx/>

National Mexican Institute of Statistics (In Spanish and English)

URL: <http://www.inegi.gob.mx/homeing/homeinegi/homeing.html>

NAFTA Home Page

URL: <http://iepntl.itaiep.doc.gov/border/nafta.htm>

Organization for Economic Cooperation and Development

URL: <http://www.oecdwash.org/>

German Information Search Engine (In German)

URL: <http://www.yahoo.de/docs/info/>

URL: <http://www.excite.de/>

African Studies Web Server

URL: http://www.sas.upenn.edu/African_Studies/AS.html

Experience Brazil's struggles close up

URL: <http://www.nytimes.com/specials/salgsdo/home>

Examples of Specific Company Information

EDGAR Listings of Company Filings with the Securities and Exchange Commission

Hoovers's Online Company Profiles (Pay-service)

URL: <http://www.hoovers.com/>

Disneyland Paris

URL: <http://www.informatik.tu-muenchen.de/~schaffnr/etc/disney/>

McDonnell Douglas Corporation

URL: <http://pat.mdc.com>

Avon

URL: <http://www.avon.com>

McDonald's

URL: <http://www.mcdonalds.com>

U.S. Government Agencies

U.S. Bureau of the Census, International Trade Statistics

URL: <http://www.census.gov/foreign-trade/www/>

U.S. Department of State Background Notes on Countries of the World

URL: [http://www.state.gov/www/background\)_notes/index.html](http://www.state.gov/www/background)_notes/index.html)

U.S. International Trade Commission

URL: <http://www.usitc.gov/>

Assistance to U.S. Business and Individuals Abroad (U.S. Department of State)

URL: http://www.state.gov/www/about_state/business/index.html

Export-Import Bank (Eximbank)

URL: <http://www.exim.gov/>

Information about assistance to U.S. firms exporting or importing goods

Economic Indicators on the Web

URL: <http://www.whitehouse.gov/fsbf/esbr/html>

Currency Exchange and Finance

Foreign Exchange Rate Information

URL: <http://www.dna.lth.se/cgi-bin/kurt/rates?USD+ALL>

Continuous updates of foreign exchange rates of various currencies

Forward Contracts for Foreign Currency Exchange (explained in easy to understand terms)

URL: <http://cgi-bin.iol.ie/aib/derivs-pe/pe-a21.htm>

Miscellaneous

The New York Times Web Page. Register to receive updates and information over the web on world events.

International Business Resources on the Web

URL: <http://ciber.bus.msu.edu/busres.htm>

Includes shortcuts to multiple sites

International marketing especially focused on exporting for small and medium enterprises

URL: <http://web.ukonline.co.uk/Members/jim.hamill/contents.htm>

Ethics in Multinational Companies

URL: <http://cac.psu.edu/~plc/iabs.html>

Business Monitor

URL: <http://www.businessmonitor.co.uk>

Periodic update to which you can subscribe free of charge on international business matters

Profiles of Leaders of the World Governments

URL: <http://www.odci.gov/cia/publications/chiefs/chiefs-toc-view.html>

IECC Mailing List for Partner Classrooms (K-12) Worldwide

Send an email message with the word <Subscribe> to iecc-request@stolaf.edu (not to be used for individual penpals)